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The Role and Function of the Department Chairperson at Large North Carolina Community Colleges


by

Richard Roy Dymmel

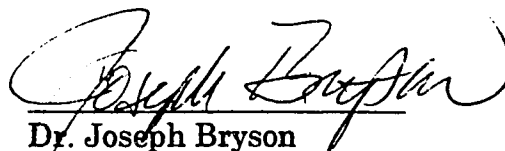
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Approved by
Committee Co-chairpersons



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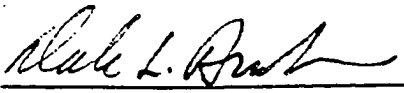
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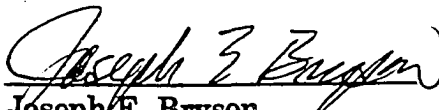
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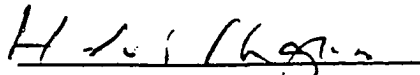
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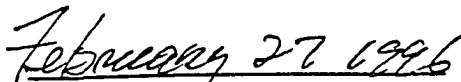

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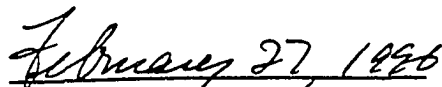

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The position of Department chair has been called the central point of the college. It has also been called the "swivel chair" because of the many customers it must serve.

The purpose of this study was to look at how the department chairs and supervisors of department chairs at four of the largest community colleges in North Carolina describe the role of the chair and perceive its training needs.

Chairs and supervisors fully agreed on only 4 of the 96 tasks as to whether they were part of the job. The most surprising finding was that in the survey data, there was only a 71% percent overall congruency of task expectations between the chair and his/her immediate supervisor.

The primary conclusions are: (1) There are wide variations between colleges making it impossible to say "This is what a chair does." Each college decides for itself what responsibilities the chair has. (2) Even though there were written job descriptions, there remained disagreement as to what the chair was actually to do. Only 71% of the time did a chair and his/her supervisor respond alike. Even the number of hours of teaching and release time expected to perform the duties was often incongruent. (3) Forty five percent of the chairs felt they needed training to do his/her job. (4) Administrators need to assess the training needs within their faculty. (5) Studies could be done within colleges and across colleges with varying uniform attributes to learn from each other. (6) Community colleges need to learn from four-year institutions about governance style and uniformity.

This dissertation

is dedicated to

Marie,

whose encouragement and unity with me
supported me through these last five years
through this second assault on a Doctorate,
and the past more than 27 years;

and

in memory of

Rose L. Dymmel

who also encouraged and supported this effort
but lived only long enough to be told
that the completed draft had been submitted
and didn't get to see the goal achieved.

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... to Professors Joseph E. Bryson and Charles M. Achilles in particular, who spent many hours critiquing, supplying resources, and encouraging me in writing this document; and to Dr. Brubaker, Dr. Shapiro, and Dr. Wright who assisted in the final stages of getting this project completed.

... and to my many friends and family who have supported and encouraged me and helped me bear this load and put up with hearing about this for the past four years;

... particularly Marie, as this put a strain on our marriage at times, but we weathered through it together, reaching for goals together;

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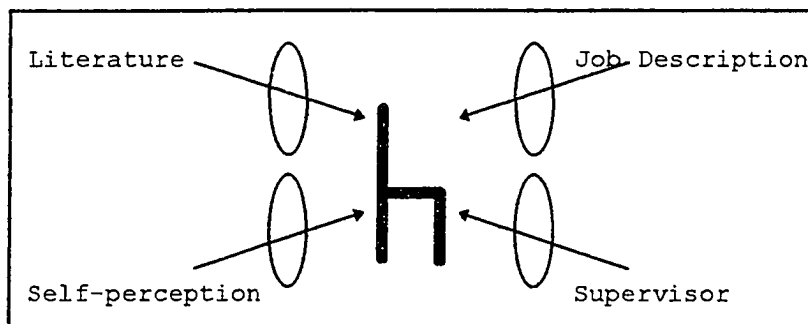
CHAPTER ONE

Introduction

Introduction to the study

J. J. Cribbin stated that "As all managers know and all business school graduates are destined to discover to their dismay, rules never seem to work out as formulated. They concentrate on what managers should do rather than on what they actually do."¹ This study will examine managers, specifically department chairs in community colleges, their roles, perceptions, and what they actually do. Most specifically this study will examine the congruence or incongruence that exists between the multiple views and perceptions of the community college department chair.

Figure 1
Four Views of the Department Chair's roles.



¹ Cribbin, J. J.. Leadership, Strategies for organizational effectiveness. New York: American Management Association, 1981, p.32

The role and function of the department chairperson, as Figure 1 indicates, can be looked at through several lenses or from several perspectives. One lens is the written literature, both theoretical and research but mainly theoretical, that describes the role as it is or should or could be fulfilled. This, in general, portrays the chair as a leader involved with faculty development and curriculum development.

The second lens for examining this position within an educational organization is the formal descriptions for actual positions. Written job descriptions and job postings for vacant position. This builds expectations for the chairperson and begins to form their perception of what they are supposed to be doing - their role, their function.

The third lens is the perceptions of individuals holding the position describing what it is they actually do and what they believe others expect of them in their job performance. What department chairpersons see themselves as doing may or may not parallel their actual job descriptions, superiors' expectations, or the job descriptions as advertised. This would lead to role conflict² and personal stress³.

² Gmelch, W. H. & J. A. Torelli, "The Association of Role Conflict and Ambiguity with Administrator Stress and Burnout." Journal of School Leadership, 4, May 1994, 341-356.

³ Gmelch, W. H. "What Stresses Department Chairs." CSDC Newsletter, v.4, n.2., 1995. (Available from Center for the Study of the Department Chair, Department of Educational Administration, Washington State University, Pullman, WA 99164-2136.)

The fourth lens is that of those holding positions above the department chair in the organizational hierarchy and what their perceptions and expectations are for the department chair.

From job descriptions in advertisements, a basic assumption would be that a leader is wanted for department chair positions. A sampling of ads in The Chronicle of Higher Education for department chair and coordinator positions at two year and community colleges include phrases like: "to provide leadership," "responsible for management and leadership," and "responsible for providing services for the leadership, planning, development, ..." It sounds like they want "leaders."

Gmelch⁴ says that the chair is caught in a dual role and must be like the god Janus with two faces looking in different directions acting as a conduit between the department and its faculty and the administration. The chair must at once be part of two different structures, two opposite cores of the college: the academic and the administrative⁵. He or she must be a leader in a loosely-coupled academic structure and also is at the same time part of a more traditional line-authority structure and style in the administrative side of the position. And they must operate in this dual role with little or no leadership or management training. "To balance the cores

⁴ Gmelch, W. H. "The paradox of the swivel chair." Center for the Study of the Department Chair CSDC Newsletter, 3, (1), 1993, p.1.

⁵ Ibid., p.1.

[and his or her roles] chairs must learn to swivel without appearing dizzy"⁶.

The department chair is a key position in the management of today's colleges⁷. But the people chosen to fill these positions may not be chosen because of their "training, experience or competency as an administrator"⁸. And "the roles a chair must assume are often poorly defined, and conflicting expectations are common in terms of what deans, faculty members and chairs themselves expect the function of the chair to include"⁹. Burns, Gmelch, and Gates summarized the role ambiguity and stress related to it in three questions: "What is the chair supposed to do? How does a chair do what needs to be done? And finally, do chairs have the training necessary to do the tasks associated with the position?"¹⁰ The perceived need for training will be examined.

Statement of the Problem

The problem is an apparent incongruency of thoughts on what the chairperson's role and responsibilities should be.

⁵ Ibid., p.1.

⁷ Burns, J. S., W. H. Gmelch, & G. S. P. Gates. "The sources of stress for university academic department chairs in different academic disciplines." Paper presented at the annual conference of the American Educational Research Association, Atlanta, GA., (1993, April) p.2.

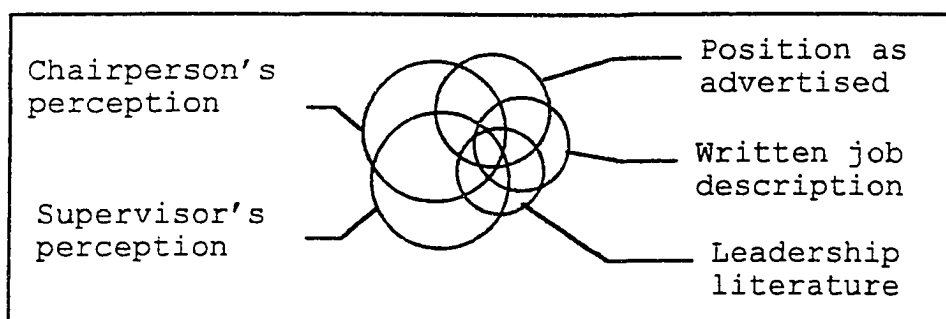
⁸ Ibid., p.2.

⁹ Ibid., p.3.

¹⁰ Ibid., p.6.

There appears to be a incongruence between what the literature says the role of the Department Chairperson could be, the benefits to the organization and the people of the organization from certain functions that the department chair could do, and what is actually happening. Job descriptions are often vague and do not cover detailed expectations. Figure 2 is an illustration of the non-match of these descriptions and perceptions.

Figure 2
The multiple perceptions and descriptions
don't always match each other



In the literature the chair is often described as a key, pivotal position for focusing the members of the department in personal and departmental growth. The chair is repeatedly described as a change agent, a leader, a cheerleader and coach. Based on these descriptions, the department chairperson needs to have an increasing involvement in human resource development¹¹ to take advantage of the multi-million

¹¹ Scott, J. H. (1990). "Role of Community College Department Chairs in Faculty Development." Community College Review, 18(3), p.12-16. (p.12).

dollar assets represented by faculty members¹². But department chairs are often bogged down in paperwork for budgets, distribution and collecting of attendance sheets, finding and hiring of adjunct faculty to teach classes and in attending meetings.

Further demonstration of the gap is evident in the job descriptions in recruiting advertisements. Ads often mention leadership and creativity. Yet in reality the position is too often a cog in a bureaucracy with little freedom to lead, be creative, affect change, or have any real power to innovate.

Several studies have focused on the stress of being the chairperson. Some of this stress appears to come from a lack of communication of specific expectations. How a chairperson defines the job can be different from what his or her superiors and subordinates expect. The congruence of expectations between chairperson and supervisor will be examined.

Other research studies speak to a lack of training for department chairs. Petrash¹³, writing about community college division chairs, says "Few new administrators recognize how their work will change, nor do

¹² Diehl, P. F. and R. D. Simpson. Investing in Junior Faculty: The Teaching Improvement Program (TIPs). Innovative Higher Education. 13(2), Spring/Summer 1989, 147-157. (p.147.)

¹³ Petrash, David L. "The Instructor as Division Chair: Surviving the Change to Administration" Innovation Abstracts, V, 26, November 4, 1988. David Petrash is Director, Fine Arts Division, Grayson County Community College, Denison, TX.

they usually have the training to be effective managers.” The perceptions of the need for training will be addressed in the study.

Statement of Purpose of the Study

The purpose of this study is to examine the congruence or incongruence that exists between the multiple views and perceptions of the community college department chair. The four views or perceptions being those of the literature’s descriptions of the department chair as leader, written job descriptions, the reported functions and perceptions of department chairs, and the expectations and perceptions of the chair’s supervisor.

What Department Chairs actually do will be compared against the theoretical descriptions of the ideal department chair function as expressed in the theoretical literature and advertised job descriptions.

If the literature’s descriptions of a department chair’s activity and responsibility and the actual activity of people filling the positions do not correspond, then a change in these roles may increase the quality of organizational life, increase the effectiveness and productivity of the faculty at these organizations, and make better use of these people as resources.

The congruence or incongruence of perceptions of the role by the chair and his or her supervisor will be investigated. Incongruence of these perceptions and expectations leads to confusion and stress.

The perception of a need for training to enhance job performance will be investigated. The need will be assessed by both the chairperson and his or her supervisor. Number one on the list of stress factors for role ambiguity¹⁴ is "Feeling I am not adequately trained to handle my job."

The results and end product of this study are intended to assist administrators and policy makers in assessing his or her own colleges and make decisions as to the present roles, and what they may desire the future roles of their department chairs to be.

Questions to be Answered

The four basic questions this study addresses are:

- (1) What do department chairs do?
- (2) Do they do what they think they should be doing?
- (3) Are they doing what their supervisor thinks they should be doing?
- (4) Do they think they need training to do their job more effectively?

Research Methodology

¹⁴ Burns, John S., Walter H. Gmelch, & Gordon S. P. Gates. "The Sources of Stress for University Academic Department Chairs in Different Academic Disciplines." Paper submitted and read at the American Educational Research Association Conference, Atlanta, GA., (April, 1993) p. 8.

The study focused on Department Chair roles in large Community Colleges in North Carolina.

The research methodology for this study consists of two modes. First, the current literature on community college department chairs was examined. Second, a questionnaire was distributed, collected, and analyzed.

The questionnaires were distributed to 28 current chairpersons and their immediate supervisors at the four largest community colleges in North Carolina. The role of department chair was examined by analyzing responses to the questionnaire and reporting what the subjects reported as being their job function and role. The responses of each chairperson were compared to that of his or her supervisor to examine the congruence of expectations and perceptions.

For each of the 97 tasks in the questionnaire, the chairperson and his or her supervisor was asked for their assessment of the need for training for the department chair.

Chapter three contains a complete description of this study's methodology.

The study could be used as a model for further study at other community colleges and at other organizations. Two critical uses would be for an assessment of perceptions and clarification of roles and the

reduction of role ambiguity and also an assessment of the training needs of chairpersons.

Limitations/Delimitations

The literature focused on community college department chairs is sparse. Therefore literature and studies centered on department chairs at community colleges and at four year institutions of higher education were included. To reduce the possible gap in applying the literature to this study, only the four largest community colleges in North Carolina were used in this study. Dempsey¹⁵, a president at a North Carolina community college, states that the two year colleges need to learn from the four year institutions about governance and management and become more like them. Therefore literature about roles of chairpersons at four year colleges is deemed applicable.

This study is limited to the four largest community colleges in North Carolina. The North Carolina Department of Community Colleges groups colleges by Full Time Equivalent (FTE) student enrollment in their reports. Only four colleges fall into the largest category, those colleges with FTE over 5,000. This limits direct application of the finding because of the

¹⁵ Dempsey, John R. (1992). "An Essay: Reflections of a College President" Community College Review, 20, 2, Fall 1992.p 47 Dempsey is President , Sandhills Community College, Pinehurst, North Carolina.

size of the colleges, the small number of colleges, and the small sampling of chairs.

This group of community colleges was chosen because of their somewhat uniform size and being large enough so that the study may have broader application, particularly to small four year colleges and universities. Although this does create a limited cross-section, it is not truly representative of community colleges in general or all North Carolina community colleges. Specifically, smaller community colleges were excluded.

Because of the small sample size caused by a limited number of community college chairpersons in the study, and the focus of the study being so narrow, only four community colleges in one state, the study is not generalizable. However, its usefulness lies in creating an awareness of the potential to educational organizations of the position of department chair or any first line supervisor and to initiate possible reassessment and communication of expectations for roles and responsibilities. Also because the number of respondents is small, the analysis will rely mainly on descriptive statistical measures.

One limitation of this study is the access to department chairpersons. In contacting the selected colleges, a variety of responses ranging from immediate open access to contact subjects for the study

(providing names and positions from within the organization), to access but being completely insulated from direct contact or identity of participants, (had to go through a willing intermediary at the college).

Definitions

For purposes of this study job titles are whatever the colleges within this study say they are. The functions and titles used here are defined as follows.

Administration refers to the non-instructional management staff at the college. These positions are in the organizational line authority in the hierarchy of power and authority within the organization. These positions are generally designated with titles such as Assistant Dean, Dean, Vice-President, and President.

Department Chair or Department Head or Chairperson refers to the position as described in the individual organization's organizational chart and/or job titles or job descriptions. In some colleges the term division chair, department chair, coordinator, dean, assistant dean, or director may be used. Sometimes more than one of these titles are used at a single college. The respondents to this survey were selected from positions identified as "first line administrators" and their supervisors. "First line administrator" is defined as someone supervising a unit with at least one

instructor/teacher either full-time or part-time under their direct supervision or a budgetary responsibility.

Faculty refers to the classroom instructional staff at the college. These role-holders are generally thought of as the classroom teachers. These may be full-time, part-time, permanent, or adjunct faculty. The chairperson often doubles as instructional faculty.

Large community college. The North Carolina Department of Community Colleges (DCC) in its 1992 annual report¹⁶, divided its fifty eight colleges into five categories based on full time equivalent (FTE) student enrollment. Large is defined as the fifth group of colleges, those over 5,000 FTE. Table 3 shows the number of colleges in North Carolina in each general range of FTE generated.

In 1992, the four community colleges in the fifth category¹⁷, the largest colleges based on FTE, those with FTE in excess of 5,000, are Wake Community College (5,348 FTE), Guilford Technical Community College (6,122 FTE), Fayetteville Community College (6,910 FTE), and Central Piedmont Community College (10,048 FTE). These four colleges were selected for this study.

¹⁶ North Carolina Department of Community Colleges (1992). 1992 Critical Success Factors for the North Carolina Community College System, Third Annual Report. Raleigh, NC: North Carolina Department of Community Colleges, Planning and Research Section. (p.13)

¹⁷ Ibid., p. 13

Table 3
Number of North Carolina community colleges grouped by FTE

	FTE in 91-92	Number of colleges
Group 1	<1,000	8
Group 2	1,000-1,999	24
Group 3	2,000-2,999	14
Group 4	3,000-4,999	8
Group 5	>5,000	4

Remainder of the study

Chapter 2 provides a review of the literature in general and published research related to the community college chairperson.

Chapter 3 presents the design and methodology of the study.

Chapter 4 presents the research data and data analysis.

Chapter 5 presents a summary, conclusions, and recommendations arising from the study. Questions raised in Chapter 1 are addressed.

Suggestions for future studies are included as well as recommendations for community college administrators.

Appendix A is the survey instrument and related documents.

Appendix B is a summary of the data collected.

Appendix C contains selected resources such as advertisements for positions, job descriptions, job postings, and mission statements.

CHAPTER TWO

Review of the literature and research

Historical perspective

The history of American colleges dates back to 1636 and the legislative act by the Massachusetts General Court that led to the creation of Harvard College¹. Following were such noteworthy institutions as William and Mary in 1693 and Yale in 1701. The early colleges were intended to groom, mold, and produce clergymen and statesmen. These were "vocational schools" in a broad definition of the terms.

It was not until 1727 with the founding of the Hollis Professorship of Mathematics and Natural Philosophy that science became at all relevant or important at Harvard². But the American universities became more than the English model, an examining body for colleges, or the French model, an administrative body to oversee and regulate instruction. Nor was it solely preparation for learned professions as the German model. It became all of these.

"Yet, because the German example is paramount, almost everywhere in the creation of an American university there was a fundamental attachment to the ... idea of a body of scholars pushing forward the frontiers of pure knowledge."³.

¹ Rudolph, F. (1990). The American College and University - A History. Athens, GA: The University of Georgia Press. p. 4

² Ibid., p. 28

³ Ibid., p. 334

This focus on the graduate faculty and knowledge fosters a focus on small areas of knowledge and the creation of departments. A hierarchy of faculty status emerged, followed by departmentalization, "a symbolic statement of the disunity of knowledge."⁴

As the population grew, the demand for access to higher education grew. In 1851, Henry Tappan, president of the University of Michigan, William Mitchell, trustee at University of Georgia in 1859, and William Folwell, president of the University of Minnesota in 1869, all insisted that they could not become true research and professional development centers until they relinquished their lower-division preparatory work⁵. This mindset of these and several other prominent educators in the early twentieth century that universities abandon the freshman and sophomore classes and relegate these to a new set of institutions to be called junior colleges gave birth to the junior / two year / community college.

Then in the early 1900's there emerged a "need for workers to operate the nation's expanding industries"⁶ among other social forces. As social forces change, institutions change and evolve. Two year colleges

⁴ Ibid., p. 399

⁵ Cohen, A. M. & F. B. Brawer. The American Community College. San Francisco: Jossey-Bass Publishers, 1989. p. 3-4

⁶ Ibid., p.1

changed from being "lower division" colleges to include vocational training programs.

From their beginnings until the 1940s, two year colleges were generally known as junior colleges. They offered two years of collegiate level instruction. In 1925, the official definition from the American Association of Junior Colleges included the statement that the junior college

"may, and is likely to, develop a different type of curriculum suited to the larger and ever-changing civic, religious, and vocational needs of the entire community in which the college is located."⁷

"Occupational training has become the major function in most community colleges."⁸ An interesting cycle is that in recent years, the vocational / career programs in the community colleges have become feeders to senior institutions which are becoming, in their own way, their own form of vocational schools.

The community college responds to the "needs of the entire community in which the college is located."⁹ The popularity of the community college in North Carolina response is testified to by Joyce.¹⁰ Joyce said that in 1990 "one North Carolinian in ten", over 600,000

⁷ Ibid., p. 3-4

⁸ Ibid., p. 225

⁹ Ibid., p. 4

¹⁰ Joyce, R. P. (1990). "North Carolina's Community College System: Running It and Paying for It." Popular Government, 55(4), pp 2-12.

students, attended one of the 58 campuses of the North Carolina Community College System.

Quantity of Literature

In terms of leadership and organization, the position of dean is very close to that of department chair. Often the distinction may be only organization title and structure. Coladarci in writing on the literature available on the role of the academic dean stated:

"I found with Adamic surprise, that the literature addressing this honorable estate could be read comfortably between a late breakfast and an early lunch -- and that the dearth in volume was not compensated for by substance."¹¹

Moxley & Olsen say that "very little systematic research has been conducted"¹² regarding the roles of department chairs. Most of the literature is "anecdotal, impressionistic reflections on the author's experiences as chairperson."¹³ The volume of literature specifically addressing the academic dean and the department chair at the community college level is a small subgroup of this already limited volume. "Few

¹¹ Coladarci 1980, p.125, cited in McCarty, D. J. & Reyes, P. (1985). Models of institutional governance: Academic deans' decision-making patterns as evidenced by chairpersons. (ERIC Document Reproduction Service No. ED 259 641), p.1.

¹² Moxley, J. M. & Olsen, G. A. (1988). The Role of the Modern English Department Chair. Presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988). (ERIC Document Reproduction Service No. ED 297 346) p. 2.

¹³ Ibid., p. 1

efforts have focused solely on the community college chair."¹⁴ In searching for published research, only three actual research projects were discovered — two dissertations (Winner, 1989¹⁵; French, 1980¹⁶) and the recently published study by Seagren, Wheeler, Creswell, Miller, and VanHorn-Grassmeyer (1994)¹⁷.

The Academic department

"American colleges and universities have been subject since colonial times to a variety of critical commentary. The most persistent, albeit friendly, criticisms have come from within."¹⁸ This paper will be another friendly commentary aimed at strengthening the structure and competency of the community college for accomplishing its mission.

At most higher education institutions compartmentalization of subject matter is well known and recognized as hyperspecialized

¹⁴ Seagren, A. T., D. W. Wheeler, J. W. Creswell, M. T. Miller, & K. VanHorn-Grassmeyer, . Academic Leadership in Community Colleges. Lincoln, Nebraska: University of Nebraska Press, 1994. p. 115

¹⁵ Winner, Cornelia N.. "The Role and Function of the Department Chairperson at Delaware Technical and Community College." Ed.D. diss., University of Delaware, 1989. (ERIC Document Reproduction Service No. ED 308 898).

¹⁶ French, Janet B. "An Analysis of the Role and Professional Development Needs of the First-Line Administrators in the Technical Community Colleges of Nebraska" Ph.D. diss., University of Nebraska, August 1980.

¹⁷ Seagren, Wheeler, Creswell, Miller, and VanHorn-Grassmeyer (1994) Academic Leadership in Community Colleges.

¹⁸ Walker, D. E. & Holmes, D. C. "The University Professor and His Department." The Educational Record, January 1960, pp. 34-36. (p. 34).

organizations. But this structure "now carries weaker logic for the needs of students than it did two decades ago."¹⁹

"The position of department chairperson in the administrative structure of American colleges and universities is just over 100 years old in the more traditional academic disciplines"²⁰ heading specialized, narrow fields of academic interest. But as business and industry make demands on education, this "polarization of interests"²¹ will cause tensions. In the evolution of higher education, some "colleges and institutions have established divisions of general education [and] colleges of basic studies"²² in an attempt to reduce the compartmentalization and departmental autonomy.

As community colleges developed after World War II, they were generally organized in divisions. These divisions were then headed by a person with limited teaching responsibilities and acted within a group of disciplines rather than a single discipline as at the university²³. In the

¹⁹ Toombs, W. & Tierney, W.. Meeting the Mandate: Renewing the College and Department Curriculum. ASHE-ERIC Higher Education Report No. 6. Washington, D.C.: The George Washington University School of Education and Human Development., 1991 p.6.

²⁰ Emmet, T. A.. Forward. In J. B. Bennett Managing the Academic Department Cases and Notes (pp. v-viii). New York: American Council on Education, Macmillan Publishing Co., 1983, p. v

²¹ Toombs & Tierney, 1991, Meeting the Mandate: Renewing the College and Department Curriculum. p. 7

²² Walker & Holmes (1960). The University Professor and His Department. pp. 34-36, p. 34

²³ Emmet (1983).in Bennett Managing the Academic Department Cases and Notes, p. vi

evolution of the community college, both a specialization of departments imitating four year institutions and divisions with broader interests have developed. At the community college level it is a common practice to have some "departments," i.e. a math department, and some "divisions," i.e. a business and industry services division. The administrative and leadership roles will be similar whether the organizational units are called departments or divisions. In Seagren et al's recent study of community colleges²⁴, 56.8% of the respondents said they headed a department and 35.7% said they headed a division.

The differences in subject/discipline structure of the organization should have less impact on the role and activity of the position than the differences between four-year institutions and community colleges.

Although many community colleges are organized after the model of four-year institutions, its usefulness and appropriateness are questionable for the community college. Koehnline and Blocker say that "for most community colleges, the most effective operational units are divisions. ... The academic division is more diversified than a traditional department ... [and] will include both 'pure' and 'applied' courses."²⁵ In assessing the

²⁴ Seagren, Wheeler, Creswell, Miller, and VanHorn-Grassmeyer, 1994, Academic Leadership in Community Colleges. p. 30

²⁵ Koehnline, W. A. & C. E. Blocker. "The Division Chairman in the Community College." In James Brann & Thomas A. Emmet (Eds.) The Academic Department or Division Chairman: A Complex Role. Detroit, MI: Balamp Publishing, 1972, p. 146-147.

importance of goals and functions, Seagren et al's survey respondents at community colleges ranked the following six items of highest value²⁶ and in this order:

- 96.1% the concept of lifelong learning
- 96.8% using a wide variety of teaching²⁷ approaches
- 94.0% general education
- 92.8% preparing students to meet the needs of business/industry²⁸
- 94.1% preparing students to meet the needs of the community
- 88.7% occupational/technical education

These responses are different from how these values/goals would be expected to be ranked by university and four-year college department chairs and faculty. Dempsey²⁹ in writing about where community colleges and four-year colleges each have strengths that they should borrow or learn from each other says, "the primary mission of community colleges is effective teaching. That ought to be the case at most four year colleges - but all too often isn't." Mahaffey and Welsh³⁰ in discussing and

²⁶ Seagren, Wheeler, Creswell, Miller, and VanHorn-Grassmeyer, 1994, Academic Leadership in Community Colleges. p. 45

²⁷ Dempsey, John R. (1992). "An Essay: Reflections of a College President" Community College Review, 20, 2, Fall 1992.p 47 Dempsey is President , Sandhills Community College, Pinehurst, North Carolina.

²⁸ *ibid.* "Often exit requirements are strict and rigorous" often monitored by state licensing examinations."

²⁹ *ibid.*, p. 47.

³⁰ Mahaffey, Jean & Michael F. Welsh, . "Scholarship and the Vitality of a Community College Faculty." Community College Review, 21, 1, Summer 1993. pp 31-40, p. 31.

encouraging faculty scholarship at the community college, also state that "the first responsibility of the two-year college historically has been teaching (which is to say students), not to research."

McClenney and McClenney³¹, in support of the second, fourth and fifth responses by community college instructors above, wrote that "Community colleges are diverse institutions with diverse priorities. By definition, they are institutions that respond to the unique needs of the local communities and broadly varying student populations."

Fonte³², in his paper on financing, regulation, and orientation of community colleges adds the influence by some states to have community colleges be players "in economic development in their local areas by customizing training" to meet a local need. "The basic mission of these colleges is to serve their local community."

"Chairs work in complex organizations that to a large extent are open political systems. Departmental decision making is deeply involved with the maneuvering between groups and coalitions to maximize autonomy and control."³³ As part of a political entity, the chairperson must

³¹ McClenney, Kay M., & Byron N. McClenney. "Managing for Student Success and Institutional Effectiveness." AACJC Journal, April/May 1988, p. 53.

³² Fonte, Richard W. "The Impact of State Financing and regulation on the Local Orientation of Community Colleges." Community College Review, 21, 1, Summer 1993, pp 4-14. pp 12-13.

³³ Seagren, A. T., J. W. Creswell, D. W. Wheeler. The Department Chair, New Roles, Responsibilities and Challenges. ASHE-ERIC Higher

on occasion wage political warfare within the political arena of the administration, to defend or secure funding for their unit. In this the chair becomes a faculty member who is now part of the administration - the introduction of dual roles. Few community college department chairs are not active teaching faculty.

Importance of the Department and the Chair

Many have written on the importance of the departmental unit in the college. Murray says that "the department chairperson may be the singularly most important administrative position."³⁴ Anderson expanded that to say that "no administrative unit within the college or university has been so important, misunderstood, and maligned as the academic department."³⁵ The academic department is the "basic administrative unit of the institution, comprised of teachers and scholars responsible for instruction and research within a specialized field of knowledge."³⁶ Patton

Education Report No. 1. Washington, DC: The George Washington University, School of Education and Human Development, 1993, p. 43.

³⁴ Murray, J. P. The Department Chairperson: The Confessions of a Researcher Turned Practitioner. (ERIC Document Reproduction Service No. ED 342 456), 1992. p. 1.

³⁵ Anderson, Kay J. In Defense of Departments, in Academic Departments, Dean McHenry and Associates (Eds.), San Francisco: Jossey-Bass, 1977, pp 1-12, cited in Gigliotti, Linda I. (1987), An Adaptation of Cameron's Model of Organizational Effectiveness at the Academic Department Level in Two-Year Community Colleges, Available from The Institute for Community College Research, Broome Community College, P.O.Box 1017, Binghamton, NY 13902; (ERIC Document Reproduction Service No. ED 284 614). p.1

³⁶ Gigliotti, Linda I. (1987), An Adaptation of Cameron's Model of Organizational Effectiveness at the Academic Department Level in Two-Year Community Colleges, Available from The Institute for Community

said that "no one plays a larger part in determining the character of higher educational institutions than the department chairman."³⁷ And Seagren, et al say that

"the department chair plays a vital role in the functions and success of higher education institutions. Chairs hold the key position in relation to promoting excellence in teaching, scholarship, and service, and are situated to manage administrative effectiveness and efficiency."³⁸

Within that context, it is in the department that the curriculum is developed and expanded. It is within the department that "faculty and students most closely identify."³⁹ It is within the department that faculty will build a basis for tenure and promotion (where applicable). It is in departments in an institution where the life and activity of the institution occurs. "It is at the departmental level that the real business of the institution ... is conducted."⁴⁰

College Research, Broome Community College, P.O.Box 1017, Binghamton, NY 13902; (ERIC Document Reproduction Service No. ED 284 614) p.1

³⁷ Patton, R. D.. Editorial: The Department Chairman. Journal of Higher Education, 32, (1961), pp 459-461, p. 459.

³⁸ Seagren, Wheeler, Creswell, Miller, and VanHorn-Grassmeyer, 1994, Academic Leadership in Community Colleges, p. 5

³⁹ Gigliotti, 1987, An Adaptation of Cameron's Model of Organizational Effectiveness at the Academic Department Level in Two-Year Community Colleges, p.2.

⁴⁰ Bennett, J. B. & D. J. Figuli (Eds.). Enhancing Departmental Leadership, The Roles of the Chairperson. New York: American Council on Education, Macmillan Publishing Co. (1990), p. xi.

Within that structure, the department becomes not only the academic unit but also an economic unit of the organization's structure.⁴¹ This imposes another role into the department chairperson's array of roles, that of director of a "profit center." This profit center will bring about financial accountability and financial resource gathering. Department chairs will have to become entrepreneurs as financial and other resources recede.

"Most colleges and universities are reorganizing their management and rethinking their academic response to financial pressures 80 per cent have clamped down on spending."⁴² Fifty percent of institutions surveyed said they "had introduced or expanded 'revenue-generating' academic programs."⁴³

In a contrasting opinion Moxley and Olsen seem to relate a decline in importance in the position of department chair. They say that the role of the English department chair has changed from being "once a power-broker, ... [to] becoming more [of] a bureaucratic office manager."⁴⁴

⁴¹ Bennett, J. B. Managing the Academic Department Cases and Notes. New York: American Council on Education, Macmillan Publishing Co., 1983, p. 168

⁴² Blumenstyk, G. (1994). "Feeling the Pinch." The Chronicle of Higher Education, XL, 44, July 27, 1994, p. A29.

⁴³ Ibid.

⁴⁴ Moxley, J. M. & G. A. Olsen. The Role of the Modern English Department Chair. Presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988). (ERIC Document Reproduction Service No. ED 297 346), p. 1.

Faculty, and the chairperson is usually also part-time teaching faculty, want control over their programs. A collegial model of governance is more generally in place at four-year colleges. Dempsey⁴⁵ says that

this collegial model is not only time-honored but good management practice. Faculty members, after all, are the "line" officers of educational institutions. Their role in the governance of those institutions should be central. ... True collegial governance is relatively rare in community colleges. All too often, community college faculty are considered "employees" and given only limited input into the design of educational programs ... Community college faculty should more properly be treated as professionals – people with unique insights into what is possible and proper for their institutions. Community colleges need to move forcefully in the direction of greater faculty participation in governance.

Large community colleges are often thought of as "little colleges" because they do offer many "college transfer" programs (take the first two years here, then transfer it to a bigger school for the last two years). This is why some of the literature about college department chairpersons is included here. But the community college environment is not the same as at a four-year college. Dempsey thinks this is among the areas where community colleges need to learn and borrow from the four-year institutions.

Role Ambiguity

⁴⁵ Dempsey, John R. (1992). "An Essay: Reflections of a College President" Community College Review, 20, 2, Fall 1992.p 47 Dempsey is President , Sandhills Community College, Pinehurst, North Carolina.

Changing roles and undefined roles ("You're lucky if you have a job description" states Filan⁴⁶, who's primary interest is the community college) - and multiple sets of expectations all lead to ambiguity and conflict.

Role expectations imply futurity, or at least continuity, in the orientation of an incumbent to a position. Expectations imply sanctions. Behavior conforming to expectation will usually be rewarded (at least not punished). Expectations delimit both obligations and rights. ... Expectations for a role can be held by many people, and vary according to individual perception of the role.⁴⁷

This variance of expectations may be small or large. Reducing the variance would be to reduce the role conflict and ambiguity. Role conflict had a substantial relationship⁴⁸ to one "stress factor" and role ambiguity had a "moderate relationship" to the same stress factor according to Gmelch and Torelli's study.

Gmelch and Torelli⁴⁹, in their 1994 paper on the study of stress and burnout say "the roles administrators must perform may not be clearly articulated in terms of behaviors and performance expectations." Several

⁴⁶ Filan quoted in Douglas, L. (1994). Management Skills Programs Prep Future CC Deans, Presidents. Community College Week, 6, #19, May 9, 1994, p. 7.

⁴⁷ Achilles, Charles M. "The Perceived and Expected Role(s) of the State Division of Vocational Education." Doctoral dissertation, University of Rochester, Rochester, NY. 1967. p. 19.

⁴⁸ Gmelch, W. H. and Joseph A. Torelli. "The Association of Role Conflict and Ambiguity with Administrator Stress and Burnout." Journal of School Leadership, 4, May 1994. pp 341-356. p.348

⁴⁹ ibid. p.345

authors have written about the ambiguity and related stress of the role conflict (not clearly articulated behaviors), role ambiguity (not clearly articulated performance expectations), and the complex role of this position (Gmelch⁵⁰; Gmelch & Torelli⁵¹; Bennett & Figuli⁵²; Goldenberg⁵³; Murray⁵⁴). The roles include the chair being an academic leader, administrator, entrepreneur (Bennett⁵⁵; Bennett & Figuli⁵⁶), defender of the discipline, defender of the budget, custodian of standards (Goldenberg⁵⁷; Bennett⁵⁸), faculty member, administrator, and communicator to administration, faculty, students, and the community.

Part of the ambiguity and blind definition of the chair's position comes from the varied expectations of the chair's various audiences. "It

⁵⁰ Gmelch, W. H. (1995) "What Stresses Department Chairs." CSDC Newsletter, v.4, n.2. (Available from Center for the Study of the Department Chair, Department of Educational Administration, Washington State University, Pullman, WA 99164-2136.)

⁵¹ Gmelch, W. H. & J. A. Torelli. "The Association of Role Conflict and Ambiguity with Administrator Stress and Burnout. Journal of School Leadership, 4, May 1994, 341-356.

⁵² Bennett & Figuli (1990). Enhancing Departmental Leadership, The Roles of the Chairperson.

⁵³ Goldenberg, Myrna. "Common and Uncommon Concerns: The Complex Role of the Community College Department Chair." In Bennett, J. B. & Figuli, D. J. (Eds.). Enhancing Departmental Leadership, The Roles of the Chairperson. New York: American Council on Education, Macmillan Publishing Co., 1990.

⁵⁴ Murray, (1992). The Department Chairperson: The Confessions of a Researcher Turned Practitioner. (ERIC Document Reproduction Service No. ED 342 456). p.11.

⁵⁵ Bennett (1983). Managing the Academic Department Cases and Notes, p.168.

⁵⁶ Bennett & Figuli (1990). Enhancing Departmental Leadership, The Roles of the Chairperson. p. xv

⁵⁷ Goldenberg (1990). "Common and Uncommon Concerns: The Complex Role of the Community College Department Chair," p. 17-18

⁵⁸ Bennett (1983). Managing the Academic Department Cases and Notes, p. 170

becomes imperative to identify the expectations others have of chairpersons."⁵⁹

Coll and Rice⁶⁰ in writing about role conflict say that "greater complexity in function often generates specific areas of role conflict, which can cause decreased effectiveness." They further say that "unresolved conflict in [in a job may be] due to rigid organizational policies." (note Tom Peters comments on reduction of policies at "excellent companies.") The specific role that Coll and Rice were examining also was "receiving conflicting messages from various campus groups, such as faculty and administration, about what they should be doing."

One definitive study was found that addressed the specific expectations of the community college department chair. Winner⁶¹ surveyed department chairs, their supervisors and faculty at Delaware community colleges regarding what they thought the roles and responsibilities of the department chair should be. With forty-eight possible functions listed for the chair, there was 90% agreement on only twenty-eighty (58%) of the forty eight functions.

⁵⁹ Murray, (1992). "The Department Chairperson: The Confessions of a Researcher Turned Practitioner." (ERIC Document Reproduction Service No. ED 342 456). p.1.

⁶⁰ Coll, Kenneth M. & Robert L. Rice. "Role Conflict Among Community College Counselors." Community College Review, 21, 1, Summer 1993, pp 58-67. p 58.

⁶¹ Winner, (1989). The Role and Function of the Department Chairperson at Delaware Technical and Community College.

Two other studies of community college chair persons were found. One is a dissertation by Janet B. French.⁶² Her study compared the expectations of department chairs and their supervisors yielding only partial uniformity in expectations.

The last is a study involving almost three thousand responses from community college department chairs by Seagren, et al⁶³. That study compiled community college department chairs' profiles and activities.

"Clearly, ... there [is an] existence of pluralistic, conflicting perspectives on the role of department chairpersons."⁶⁴ "It appears that faculty, administrators, and even the incumbents cannot agree on what they expect of a chairperson. ... A chairperson in a two-year college on a daily basis encounters demands that conflict because of the expectations others have of the chairperson."⁶⁵ "Many problems can be avoided when people understand exactly what you expect of them."⁶⁶

"Recently [pre September 1988], Bakersfield College⁶⁷ examined the role of the Department Chair as seen by the Faculty, Administration and

⁶² French, (1980). An Analysis of the Role and Professional Development Needs of the First-Line Administrators in the Technical Community Colleges of Nebraska.

⁶³ Seagren, Wheeler, Creswell, Miller, and VanHorn-Grassmeyer, 1994, Academic Leadership in Community Colleges.

⁶⁴ Murray, (1992). The Department Chairperson: The Confessions of a Researcher Turned Practitioner. (ERIC Document Reproduction Service No. ED 342 456). p. 3.

⁶⁵ Ibid. p. 14.

⁶⁶ Roueche, S. D. "The Instructor as Division Chair: Surviving the Change to Administration." Innovation Abstracts, X, 26, November 4, 1988. Austin, TX: National Institute for Staff and Organizational Development (NISOD), University of Texas at Austin, Austin, Texas 78712. (ERIC Document Reproduction Service No. ED 301 294).

⁶⁷ Bakersfield College is at 1801 Panorama Drive, Bakersfield, CA 93305

Department Chairs. The results of this study revealed that the department chairs found themselves in a difficult position by attempting to serve two masters, the faculty and the administration."⁶⁸

Role conflict is not resolved by simply creating more explicit and lengthy written job descriptions. It is resolved by communicating. Tom Peters described a company where the entire policy manual was one sentence - the owner said "We've developed a philosophy where people talk to each other!"⁶⁹ Time and again Peters cites less rigid policies and policy manuals - Hewlett Packard⁷⁰: "[not] have a tight, military-type organization, but rather ... give people the freedom to work." Dana Corporation⁷¹ in 1973 reduced 22 1/2 inches of policy manuals to a one-page statement of philosophy. McPherson, Dana's chief executive says,

We didn't waste time with foolishness. We didn't have procedures, we didn't have a lot of staff people. We let everybody do their job on the basis of what they need, what they say they'll do, and what their results are. And we gave them enough time to do it. ... We had better start admitting that the most important people in an organization are those who actually provide a service or ... add value ... not those who administer the activity.⁷²

⁶⁸ Roueche, S. D. "The Role of the Department Chair." Innovation Abstracts, X, 19, September 16, 1988. Austin, TX: National Institute for Staff and Organizational Development (NISOD), University of Texas at Austin, Austin, Texas 78712. (ERIC Document Reproduction Service No. ED 301 294).

⁶⁹ Peters, Thomas J. A Passion for Customers. CBS/FOX Video, Farmington Hills, MI 48024. 1987. Videocassette.

⁷⁰ Peters, Thomas J. & Robert H. Waterman, Jr.. In Search of Excellence. Warner Books; New York, 1982. p. 245.

⁷¹ Ibid., p. 248.

⁷² Ibid., p. 250.

Peters⁷³ cites more examples of "Less [written rules] is More [freedom, unity of purpose, and productivity] (Again)" at Nordstrom, Mars, Dayton Power and Light, and Worthington. The key is shared philosophy and understanding and communication.

The chairperson stands or sits in the intersection between students, faculty and the administration. Chairs have been called the single most important link in the campus structure between administrators, faculty, programs, and students (Waltzer⁷⁴; Seagren, Creswell, & Wheeler⁷⁵). They must turn to face each in turn and defend the others. The term has emerged more than once that the departmental chairperson sits in the "swivel chair" (Gmelch⁷⁶; Caplow and McGee⁷⁷). "The job is many faceted."⁷⁸ Seagren, et al "encourage chairs to clarify and negotiate roles

⁷³ Peters, Tom. Thriving on Chaos. Harper & Row, New York, 1987. pp 455-456.

⁷⁴ Waltzer, H. The Job of Academic department Chairperson. Washington, DC: American Council on Education., 1975. p. 5.

⁷⁵ Seagren, Creswell, Wheeler (1993). The Department Chair, New Roles, Responsibilities and Challenges, p. 3.

⁷⁶ Gmelch, W. H. (1993) "The Paradox of the Swivel Chair." CSDC Newsletter, v.3, n.1. (Available from Center for the Study of the Department Chair, Department of Educational Administration, Washington State University, Pullman, WA 99164-2136.)

⁷⁷ Caplow, T. and R. J. McGee. The Academic Marketplace. Garden City, NY: Anchor Books, 1965.

⁷⁸ Murray, (1992). "The Department Chairperson: The Confessions of a Researcher Turned Practitioner," (ERIC Document Reproduction Service No. ED 342 456). p. 9

with faculty and upper administrators" because roles were "implied more often than explicitly spelled out."⁷⁹

"It is often a successful teacher who is chosen for the job [of department chair]. Unfortunately, many of the joys of teaching are not to be found in the role of division chair. ... Nor do they have the training to be effective managers."⁸⁰ One of the implications/recommendations from Seagren, et al⁸¹ is that community colleges need to deliver professional development programs that meet the needs of faculty and administrators including communication and interpersonal skills, creating a positive work environment, facilitating meetings, and other topics.⁸² "Given the importance of the chair position, chairs should be the major focus of leadership development."⁸³ Filan conducts a leadership program⁸⁴ specifically aimed at community college department chairs.

A multiplicity of complex roles and responsibilities, yet, in general there is no training for these positions. Filan, director of the National Community College Chair Academy (NCCCA) is quoted by Douglas as

⁷⁹ Seagren, Wheeler, Creswell, Miller, and VanHorn-Grassmeyer, 1994, Academic Leadership in Community Colleges. p. 57.

⁸⁰ Roueche (November 1988). The Instructor as Division Chair: Surviving the Change to Administration.

⁸¹ Seagren, Wheeler, Creswell, Miller, and VanHorn-Grassmeyer, 1994, Academic Leadership in Community Colleges. p. 28.

⁸² Ibid., p. 67.

⁸³ Ibid., p. 119.

⁸⁴ Filan, Gary. The National Community College Chair Academy, Mesa Community College, 1833 West Southern Ave., Mesa, AZ 85202.

saying that "it's ironic that for the private sector they spend billions in this area [leadership training], while we [in education] spend minimally at best. One day you're ... teaching chemistry ... the next, an academic leader."⁸⁵

"The major differences between the community college chair and the chairs in other types of colleges are the result of the differences between the purposes of community colleges and the purposes of other institutions of higher education."⁸⁶

Uniqueness of the Community College Setting

If those three fronts aren't enough, the community college has a fourth that other higher education institutions don't have. The community college, by its definition and mission, is much more closely related to the local community it serves. It "alone among higher education institutions, lives with an omnipresent public."⁸⁷ This "omnipresent public" affects some aspects of the community college department chair different than at other higher education institutions. The community college "is integrated into the everyday life and formal and informal political structures of the community."⁸⁸

⁸⁵ Douglas, L. "Management Skills Programs Prep Future CC Deans, Presidents." Community College Week, 6, #19, May 9, 1994, p. 7.

⁸⁶ Goldenberg (1990). "Common and Uncommon Concerns: The Complex Role of the Community College Department Chair," p. 6.

⁸⁷ Ibid., p. 18.

⁸⁸ Ibid., p. 18.

And when a community college department chair deals with a student, they are generally NOT the traditional 18 to 22 year old student found in four-year institutions and are likely to treat the complaint process much more seriously.⁸⁹ A student complaint in a community college has the "immediacy of a time bomb because the students who complain are also citizens with ties to local newspapers, the various civic groups, and often the funding agencies of the college."⁹⁰

For example: At the 1993 commencement for Guilford Technical Community College^{91,92} there were two especially significant graduates among the 150 adult high school graduates receiving their G.E.D.s. The first was the 59 year old CEO of a local Fortune 500 company with 4000 employees and \$750,000,000 in revenues. He is an active and prominent community leader. The second was his 34 year old son.

Different Missions

It was suggested that this literature review include the area of department chair at four year and university institutions. However, the foci of faculty and departments at the community college and at

⁸⁹ Ibid., p. 20.

⁹⁰ Ibid., p. 20.

⁹¹ Schlosser, Jim. "Guilford Mills exec goes back to school." News & Record, Greensboro, NC, Vol. 104, No. 217, Friday, August 5, 1994, pp. A1.

⁹² Williams, Jason. "Guilford Mills executive receives GED diploma." News & Record, Greensboro, NC, Vol. 104, No. 218, Saturday, August 6, 1994, pp. B1.

universities is considerably different. Granted most universities will include "teaching" in their mission statement, sometimes even listed first, but at the community college "teaching" is a much stronger component of the fabric of the mission. The Commission on the Future of Community Colleges of the American Association of Community and Junior Colleges stated that "the community college should be the nation's premier teaching institution."⁹³ In Hawthorne & Smith's study at community colleges, "98 percent of the respondents said that the primary mission of their institution was teaching."⁹⁴

In comparison, research and publication is more highly prized at the university level, even to the exclusion of teaching. Briefly, only to illustrate and not to belabor the point since that is not the purpose of this paper, evidence of this research emphasis at universities from three recent articles in the Chronicle of Higher Education and Community College Week:

Burd in his article on investigations into research fraud at the University of Pittsburgh refers to concerns that if the institution is

⁹³ Commission on the Future of Community Colleges of the American Association of Community and Junior Colleges 1988, p. 28.

⁹⁴ Hawthorne, E. M. & A. B. Smith. "Improving Teaching and Learning in Community Colleges: Guidelines for Academic Leaders." (ERIC Document Reproduction Service No. ED 354 039), 1993, p. 7.

branded it could keep other professors from "getting money to operate."⁹⁵ He doesn't say teach classes. The implication is access to research grants to fund doing their "research" which will then be written up and published. "The administration is always on the side of money."⁹⁶

Then Magner described a situation at the University of Wisconsin where a "professor hasn't taught a single class in three years"⁹⁷ by having secured "buyouts" from her classroom responsibilities to concentrate on her "research." She even became a full-time law student during the period.

Washington University recently fired a professor based on his "scholarship." The professor had been identified as one of the ten best college teachers in the country. It is clearly another case of "the dog of scholarship wagging the tail of mere teaching."⁹⁸

Although these are only three situations, the debate between teaching and research at the university level could be continued. That is not the focus of this paper. It is mentioned here only to emphasize one of the major differences between the "university" and the community college.

⁹⁵ Burd, S. "Research Powerhouse Under the Microscope." The Chronicle of Higher Education, XL, 41, June 15, 1994, pp. A24, 25, 27.

⁹⁶ Ibid.

⁹⁷ Magner, D. K. Faculty Notes. U. of Wisconsin Challenges a professor who is also a student. The Chronicle of Higher Education, XL, 44, July 6, 1994, p. A18.

⁹⁸ Mahon, R. L. "Them as Can, Do. Them as Can't ...". Community College Week, 6, #22, June 20, 1994, p. 4-5.

The primary mission at most universities, based on the focus of faculty activity, is research and publication. Mahon says of "college teachers at so-called 'select' institutions, [they] are ... trying to serve two masters. Their tenure is not based on teaching ability, but on their research and publication."⁹⁹

The discipline and research and creating knowledge is the focus at the university level. Teaching the subject matter, delivering knowledge and information and skills is the focus at the community college.

The "basic mission of these [community] colleges is to serve their local communities."¹⁰⁰ "States are urging [these] institutions to become major actors in economic development in their local areas by customizing training."¹⁰¹ This relationship with local business and the community is a considerably different relationship than what the traditional four-year institution has and calls for different relationships and responsibilities for the department / division chair.

And the department chairperson, what is their role in teaching? Lamb says that the roles of the chairperson at the community college, "master teacher, colleague, administrator, friend, leader, budget monitor,

⁹⁹ Ibid.

¹⁰⁰ Fonte, R. W. "The Impact of State Financing and Regulation on the Local Orientation of Community Colleges." Community College Review, 21, No. 1, Summer 1993, pp 4-14, p. 13.

¹⁰¹ Ibid., p. 12.

problem solver, committee member, counselor, change agent, etc., all contribute either directly or indirectly to excellent teaching." ¹⁰²

At the community college, the focus, the mission of teaching students, is succinctly summarized by Johnson in saying "We all know why we're here, why we have a job at all. IT'S THE STUDENTS." ¹⁰³

Direction

The question being raised is that of the function of the head of this unit of the organization. If the department is truly the cornerstone or building block of the institution, then what the institution accomplishes will depend on what the departments accomplish. Where the institution goes will depend on where the departments go. What the faculty do will depend on the goals and objectives of the department, even more than the goals and objectives of the institution. To be most effective, to be sure, the institution and the departments need to have aligned goals. The position of department chair "is at the heart of the operation of the institution." ¹⁰⁴

¹⁰² Lamb, B. "Promoting Excellent Teaching: The Chair as Academic Leader." Paper presented at the International Conference for Community College Chairs, Deans, and Other Instructional Leaders, Phoenix, AZ, February 17-20, 1993. (ERIC Document Reproduction Service No. ED 354 045), p.1.

¹⁰³ Johnson, W. "The Role of the Department Chair." In Roueche, S. D. (Ed.) Innovation Abstracts, X, 19, September 16, 1988. Austin, TX: National Institute for Staff and Organizational Development (NISOD), University of Texas at Austin, Austin, Texas 78712. (ERIC Document Reproduction Service No. ED 301 294).

¹⁰⁴ Gigliotti, 1987, "An Adaptation of Cameron's Model of Organizational Effectiveness at the Academic Department Level in Two-Year Community Colleges," p.3)

But being at the heart, the core, being a primary point in the structure and operation doesn't necessarily bring much reward. Tom Peters¹⁰⁵ suggests that the most critical person in any organization for the delivery of services or products is often the least recognized. Department chairpersons often "toil in relative obscurity and isolation" with little "institutional recognition or support" for their "multiplicity of activities."¹⁰⁶

Crisis

With a period of three decades of dramatic growth through the 60's, 70's, and 80's colleges and universities are now faced with a decline in traditional enrollments, an increase in a multicultural student body, and an economic crisis¹⁰⁷. Educational institutions are beginning to turn to management models of business. In the past "academicians have shunned practices connected to the business sector as a violation of the 'collegial' nature of education."¹⁰⁸ Increasing demands for accountability, effectiveness, relevance and declining resources are forcing academic

¹⁰⁵ Peters, T. A Passion for Customers. Des Plaines, IL: Video Publishing House, Inc., 1987. Videocassette.

¹⁰⁶ Bennett & Figuli (1990). Enhancing Departmental Leadership, The Roles of the Chairperson., p. ix)

¹⁰⁷ Scott, J. H.. Role of community college department chairs in faculty development. Community College Review, V.18, #3, (1990), 12-16., p.12.

¹⁰⁸ Gigliotti, 1987, An Adaptation of Cameron's Model of Organizational Effectiveness at the Academic Department Level in Two-Year Community Colleges, p.3)

leaders / managers / officers to look for more efficient means of accomplishing their goals.

Some would attempt to apply all "business philosophies," styles, etc. to education. Johnson¹⁰⁹ said the reason we're here is "the students." Blumenstyk in looking at funding says that the trend to look at "'revenue-generating' academic programs"¹¹⁰ leads to a new direction and thinking of "treating students like customers." This "business attitude" is not necessarily all bad, but "higher education is not like selling soap."¹¹¹

Just as community colleges are different from universities, the entire education field is different from business even though there are some similarities. "It is not uncommon today to hear trustees in board meetings argue, 'This college should be run more like a business!'"¹¹² Yes, there are some areas that are similar such as a need to maintain fiscal controls, but modes of production are radically different and a caution need to be exercised in assimilating business practices into education.

In the quest to do more with less it is essential that the efficiency begin and/or extend to all levels of the organization. Whether the

¹⁰⁹ Johnson, W. (1988). "The Role of the Department Chair."

¹¹⁰ Blumenstyk, G. (1994). "Feeling the Pinch."

¹¹¹ Ibid., Blumenstyk quoting Marshall.

¹¹² Whetten, David A. & Cameron, Kim S.. Characteristics of Effective Organizations. A background paper prepared for the Study Group on the Conditions of Excellence in American Higher Education. p. 39 (ERIC Document Reproduction Service No. ED 246 837), 1984.

department is the primary unit or the lowest sub-unit within the organization it is the most numeric unit, and efficiency at this level can have a tremendous effect on the accomplishing of the institutional goals. A key player in this quest is the department chair. But the question remains, even more pronounced now: Just what is the department chair supposed to be doing?

"A crisis is developing at the leadership level of the American community college movement. ... However there is currently no organized mechanism for leadership training."¹¹³ "Lacking a carefully designed training paradigm, we are forced to mold and select our future leaders from the shaky, on-the-job crucible of politics, pressure groups, internal lineage, and word of mouth."¹¹⁴ Baker, Roueche and Rose¹¹⁵ write that many community college presidents are forming leaders by "establishing a more participative and coalition-building environment." Among their nominees for the "best" college leaders were the presidents of three of the four colleges studied here - Fayetteville Technical Community College,

¹¹³ Elsner, P. A. "Meeting the Challenges with new Leadership Development Programs." In R. L. Alfred, P. A. Elsner, R. J. LeCroy, & N. Arnes (Eds.) Emerging Roles for Community College Leaders. New Directions for Community Colleges, No. 46, June 1984. San Francisco: Jossey-Bass, p. 39.

¹¹⁴ Ibid., p. 33.

¹¹⁵ Baker, George A., III & John E. Roueche, & Robert R. Rose. "Transformational Leaders in the Community College, The Best of the Best." AACJC Journal, 58, 6, June/July 1988. pp 36-39, p.36

Wake Technical Community College, and Central Piedmont Community College.¹¹⁶

Roles, Activities, Functions

Just what are the roles, activities and functions of the department chair? This may be a little like asking four witnesses to an accident that were standing on four corners of an intersection to describe the accident. In this case, asking the department chair, the chair's supervisor, and the faculty, we will get different answers. The answer to "What should be?" asked to the different sides of the "swivel chair" evoke different answers as evidenced by Winner¹¹⁷. If the chair does what he/she thinks is their responsibility, it may not be what the faculty or their supervisor expects. Are they then doing a good job as chair? The potential conflict, or at least incongruent expectations are a major area of concern. Yet with the diversity of structures between colleges, it would difficult to identify one uniform, comprehensive set of functions as what should be or what is.

Several writers have assembled lists of roles, factors, directions, and functions of the department chair: Cameron's¹¹⁸ nine also used by

¹¹⁶ Ibid. pp 38-39.

¹¹⁷ Winner, (1989). The Role and Function of the Department Chairperson at Delaware Technical and Community College.

¹¹⁸ cited in Gigliotti (1987) An Adaptation of Cameron's Model of Organizational Effectiveness at the Academic Department Level in Two-Year Community Colleges, p.8)

Gigliotti¹¹⁹, Alexander and Cowan's¹²⁰ twelve, Winner's¹²¹ forty eight, Gmelch's¹²² references to lists of 97 and 54 tasks, and Gmelch's¹²³, Seagren et al's¹²⁴ compression into four categories and Winner's¹²⁵ forty eight.

Gigliotti¹²⁶ cited Cameron's model of organizational effectiveness which grouped factors into nine dimensions:

- (1) Student educational satisfaction
- (2) Student academic development
- (3) Student career development
- (4) Student personal development
- (5) Faculty and administrator employment satisfaction
- (6) Professional development and quality of the faculty
- (7) System openness and community interaction
- (8) Ability to acquire resources

¹¹⁹ Gigliotti, 1987, An Adaptation of Cameron's Model of Organizational Effectiveness at the Academic Department Level in Two-Year Community Colleges.

¹²⁰ Alexander and Cowan (1986) cited in S. M. Kaikai & R. E. Kaikai. Chairpersons as promoters of community service. (ERIC Document Reproduction Service No. ED 321 801), 1990, p. 1.

¹²¹ Winner, (1989). The Role and Function of the Department Chairperson at Delaware Technical and Community College.

¹²² Gmelch, W. H. (1993) The Paradox of the Swivel Chair. CSDC Newsletter, v.3, n.1.

¹²³ Ibid.

¹²⁴ Seagren, Creswell, Wheeler (1993). The Department Chair, New Roles, Responsibilities and Challenges.

¹²⁵ Winner, (1989). The Role and Function of the Department Chairperson at Delaware Technical and Community College.

¹²⁶ Gigliotti, 1987, An Adaptation of Cameron's Model of Organizational Effectiveness at the Academic Department Level in Two-Year Community Colleges. p.8)

(9) Organizational health

Gigliotti¹²⁷ found the "lowest ratings (by community college faculty) were given to Dimension 6 (Professional Development) and Dimension 8 (Academic Resources)." In other studies¹²⁸ similar results were reported.

Alexander and Cowan list twelve "commonly accepted ... functions of departmental and division chairpersons"¹²⁹ as including:

Leader	Advisor	Representor
Arbitrator	Coordinator	Planner
Negotiator	Appeaser	Delegator
Evaluator	Manager	Cheerleader

Gmelch¹³⁰ makes reference to 97 activities identified by a team from University of Nebraska and another list of 54 tasks and duties cited by Allan Tucker in his section describing the "roles of swivel chairs." He reduces the list to four major categories - manager, leader, faculty developer, and scholar. Seagren, et al also reduce the lists to four

¹²⁷ Ibid., p. 20.

¹²⁸ Ibid., p. 20. Gigliotti refers to three studies done by the Center for the Study of the Community College in 1975, 1977, and 1978

¹²⁹ Alexander and Cowan (1986) cited in Kaikai, S. M. & Kaikai, R. E. (1990). Chairpersons as promoters of community service. (ERIC Document Reproduction Service No. ED 321 801), p. 1.

¹³⁰ Gmelch, W. H. (1993) The Paradox of the Swivel Chair. CSDC Newsletter, v.3, n.1, p.2.

topologies of the role being "administrative leadership, program development, personnel development, and public relations."¹³¹

If the department chair is to lead a more effective, more satisfied, more productive group of professionals, it seems that the area of Professional Development is a key area needing attention. Gmelch¹³² identified this as what chairpersons view as their most important role. This supports the findings and statements of Gigliotti¹³³, Goldenberg¹³⁴, and Scott¹³⁵.

Gigliotti¹³⁶ quotes Richardson et al.¹³⁷ in condensing a direction for institutions and department chairs by stating:

Colleges and universities are labor-intensive organizations whose most important resource is its people. Increasingly, we are learning that employees place as much importance on the intangible rewards as they do on the tangible benefits. In fact, social psychologists have suggested

¹³¹ Seagren, Creswell, Wheeler (1993). The Department Chair, New Roles, Responsibilities and Challenges, p. 5.

¹³² Gmelch, W. H. (1993) The Paradox of the Swivel Chair.

¹³³ Gigliotti, 1987, An Adaptation of Cameron's Model of Organizational Effectiveness at the Academic Department Level in Two-Year Community Colleges.

¹³⁴ Goldenberg, Myrna. "Common and Uncommon Concerns: The Complex Role of the Community College Department Chair." In J. B. Bennett & D. J. Figuli (Eds.). Enhancing Departmental Leadership, The Roles of the Chairperson. New York: American Council on Education, Macmillan Publishing Co., 1990.

¹³⁵ Scott (1990). Role of community college department chairs in faculty development.

¹³⁶ Gigliotti, 1987, An Adaptation of Cameron's Model of Organizational Effectiveness at the Academic Department Level in Two-Year Community Colleges.

¹³⁷ Richardson et al. (1983), p. 194, cited in Gigliotti, 1987, An Adaptation of Cameron's Model of Organizational Effectiveness at the Academic Department Level in Two-Year Community Colleges, p. 29-30.

that intangible rewards may be far more valuable than most of us imagine.

An employee brings certain needs and skill to an organization. If the organization meets these needs and utilizes the skills, the employee becomes committed to the organization. If the organization fails to meet these needs, the employee remains uncommitted and ineffective.

Committed employees are loyal to the organization and are willing to work toward accomplishing the organization's goals. Administrators can induce employee commitment by instituting a participatory decision-making process where faculty input and concerns are taken seriously.

Moxley and Olsen¹³⁸ looked at specific administrative activities and leadership activities and asked the department chairs' supervisors, the deans, to evaluate the role activities in order of importance. The five key aspects of chairmanship as rated by their supervisors were:

- (1) ability to manage the departmental budget
(68% of chairs said they should receive training in budget preparation)
- (2) should possess strong communication skills
- (3) encourage faculty development
- (4) communicate regularly with the dean
- (5) applauds/rewards faculty achievement¹³⁹

¹³⁸ Moxley & Olsen (1988). The Role of the Modern English Department Chair.

¹³⁹ Ibid., pp. 5-9.

Murray said that the "activities of highest priority dealt with representing the department to the administration and others, sharing the decision-making process with department members, and fairly allocating work assignments."¹⁴⁰

The Organization

"Colleges and universities are formal organizations. This means that they are subject to the theories which have been developed to explain the common elements in the functioning of all formal organizations. Central in this theoretical analysis has been the preeminence of bureaucratic characteristics. This classic view, often referred to as the rational model, incorporates a clear division of labor and a visible hierarchy which can be represented on an organizational chart. Job descriptions are available for every position in the organization; policy manuals list the essential rules and regulations. . . . Decisions are carried into action through orders passed down the line; accountability and feedback about performance are passed up the line."¹⁴¹ But colleges do not always fit the rational model. For example, colleges have vaguely defined

¹⁴⁰ Murray, (1992). "The Department Chairperson: The Confessions of a Researcher Turned Practitioner," (ERIC Document Reproduction Service No. ED 342 456). p.2.

¹⁴¹ McCarty, D. J. & P. Reyes. Models of institutional governance: Academic deans' decision-making patterns as evidenced by chairpersons. (ERIC Document Reproduction Service No. ED 259 641), 1985, p.3-4.

goals and non-standard technology making it nearly impossible to function as a pure bureaucracy.

As a collegium, the professional authority of the faculty is sacred and rules. This is about as far from the bureaucratic model as can be gotten. Somewhere in between is where most colleges exist; a model where some areas are in full undisputed power and control of the faculty, and some areas are in full control of the administration. Within this structure, and between the faculty and the administration is where the department chair lives and functions. The department chair is at the edge, the interface of the two areas. Often times the chair has legs on both sides, straddling the line. Seagren, et al describe the role and position as being "neither fish nor fowl"¹⁴² and the ambiguous because of the "variation in responsibilities across institutional types. Seldom is the role circumscribed through a job description or other document. Many chairs complain that with lack of clarity and little orientation, they learn by trial and error or even trial by fire."¹⁴³

Fulfilling needs, Faculty Development

Let us add one more area of responsibility. At least six authors (Seagren, Cresswell, & Wheeler (1993); Moxley & Olsen (1988); Goldenberg

¹⁴² Seagren, Creswell, Wheeler (1993). The Department Chair, New Roles, Responsibilities and Challenges, p. 73.

¹⁴³ Ibid., p. 73

(1990); Gigliotti (1987); Scott (1990); and Menges (1985)) have written specifically about the department chairperson having a significant role in faculty development.¹⁴⁴

One of the needs cited earlier in the work by Gigliotti, was that of a desire for professional development. Scott¹⁴⁵ says that the challenge of the 1990s for department chairs is an increased involvement in human resource development. Menges¹⁴⁶ in discussing the 1979 proposed definition of faculty development by the American Association for Higher Education, says that faculty development is the theory and practice of facilitating improved faculty performance in a variety of domains, including the intellectual, the institutional, the personal, the social, and the pedagogical.

Scott¹⁴⁷ gives several specific role activities for the department chair in developing the faculty within the department. These include activities both internal and external to the department. She adds references to several studies (Cresswell, 1987; Booth, 1982; Tucker, 1981) that "allude

¹⁴⁴ Goldenberg (1990). "Common and Uncommon Concerns: The Complex Role of the Community College Department Chair," p. 17-18;

¹⁴⁵ Scott (1990). "Role of community college department chairs in faculty development," p.12.

¹⁴⁶ Menges (1985) cited in Scott, 1990, "Role of community college department chairs in faculty development," p. 12.

¹⁴⁷ Scott (1990). "Role of community college department chairs in faculty development," p.13-14.

to the need for establishing a campus-wide development program that uses a model of faculty evaluation anchored to department goals.¹⁴⁸

Slicker, Simone, and Walsh present a faculty coaching system in their paper. In their coaching process "faculty members are expected to plan, implement, and evaluate their own professional growth, while their immediate supervisors or other administrators act as coaches, asking a series of open-ended questions to help faculty clarify and achieve their goals."¹⁴⁹ The emphasis is on growth and self determination and control by the individual.

The major point is centered in faculty development meeting an expressed need by the faculty that would also meet an organizational need of having more satisfied, committed, productive, creative faculty that can meet the new and changing needs and environment in which the institution is finding itself. The leader closest to the faculty to be in a good position to see and evaluate the need would be the department chair.

Using skills

McCarty and Reyes describe the difference between the department and the dean by saying "The department is where it is at as far as faculty governance is concerned. . . . The dean's role is largely permissive as far as

¹⁴⁸ Ibid., p.13.

¹⁴⁹ Slicker, R., B. Simone, & J. Walsh. Team building through faculty coaching and faculty coaching system guidebook. (ERIC Document Reproduction Service No. ED 300 071), 1988, p.1.

development of programs or suggesting new ideas for teaching. . . . Things don't originate in the dean's office." ¹⁵⁰ The unstated corollary of this is that the department is where the creativity and innovation occurs. The department chair is over the unit that can originate new ideas.

What faculty want is the freedom to be creative and try new ideas. How that is handled, how that is allowed, how that is encouraged, or discouraged, is going to be largely in the control of the department chair. In meeting this creative need of the people the department chair has the power to empower the faculty within the department.

External Pressures on the Institution

Kaikai and Kaikai¹⁵¹ express that a new arena of emphasis is being added to the responsibilities of educational institutions, that of community involvement. Kaikai and Kaikai¹⁵² express this as

"society plead[ing] for a meeting of the minds and hearts between town and gown. . . . In light of this new requirement of the linkage between school and community, the chair of a department or a division should take the proactive step of promoting community service in the performance of the cited functions above."

¹⁵⁰ McCarty, D. J. & Reyes, P. (1985). Models of institutional governance: Academic deans' decision-making patterns as evidenced by chairpersons, p.14.

¹⁵¹ Kaikai, S. M. & R. E. Kaikai. Chairpersons as promoters of community service. (ERIC Document Reproduction Service No. ED 321 801), 1990.

¹⁵² Ibid., p.1.

At community colleges there is a much closer link between the college and the community than at most four year institutions. Community colleges draw students from the immediate community. Colleges often draw from multi-state areas. Community colleges develop programs specifically to meet needs of local industries. Four year institutions have the luxury of not having to have a direct relationship with local industries, businesses, governments, and people.

"The role of the Chair in promoting the myriad of services to the community is to create an environment that supports creativity and community commitment. Chairs should recognize faculty who participate in community activities by nominating them for internal and external service awards, sponsoring them for attendance at local or national seminars, workshops and conferences, and giving them extra increments for going the second-mile for the college and the community."¹⁵³

Summary and Conclusion

Based on the literature, the institution of the community college is in crisis. Creativity in curriculum and methodology to meet the financial, pedagogical, and technical needs of the community and the students are needed. The future of the institutions lies in the hands of the faculty.

¹⁵³ Ibid., p.5.

The faculty of the community college needs to serve the community and the community of students, and in the process wants to grow and develop personally and professionally.

The department chair is the key person to encourage and to set or create the environment that will enable and encourage such development and activity. But the chairperson is him/herself in a state of confusion and stress from lack of direction and role ambiguity and confusion over their role and power.

Recommendations for the Organization

Predicated on the review of the literature, the following recommendations are presented:

For faculty to be empowered and be in some control, they need to receive power from their department chair. The department chair, in turn, receives this power to be passed along from their superior in the organization.

What is needed is leadership that sees the most valuable resource that the organization has is its people. - People that, if allowed to have real input, and allowed to have real control over their own destiny, can generate tremendous energy. - Energy and ideas that can carry the organization to new futures. Or if not given that opportunity, that energy will have these people "moving on to new challenges, with a new

[organization], when it is convenient for him to do so."¹⁵⁴ The department chair needs to be empowered and allowed to be a leader.

To reduce ambiguity, clarity of communicated expectations is needed. Douglas quotes Gary Filan, director of the National Community College Chair Academy (NCCCA) saying that "You're lucky if you have a job description."¹⁵⁵ Winner's doctoral project was done with the direction of creating a job description for department chairs in Delaware community colleges because none existed. Clear job descriptions and expectations and limitations need to be communicated to subordinates. That job description can be restrictive and limiting or open and empowering. Whichever it is it needs to be clearly communicated to the individual.

Recommendations for Study

Further study is recommended, specifically in the area of what this writer sees as potentially five independent strings: (1) the literature on department chairs' positions and roles, particularly at the community college level; (2) organizations' job descriptions for department chairs that would reduce ambiguity; (3) leadership theory applied at the community college level; (4) what differences there may be in roles and tasks at

¹⁵⁴ Yate, M. Keeping the Best and Other Thoughts on Building a Super Competitive Workforce. Holbrook, MA: Bob Adams, Inc. Publishers., 1991, p.25.

¹⁵⁵ Douglas (1994) "Management Skills Programs Prep Future CC Deans, Presidents," p. 7.

colleges of differing size, (5) studies to report on what department chairs say they are actually doing and have control over, and (6) the incongruence of expectations for the chairperson.

The last two areas stated are what this study will focus on, which, if published, may provide information for others to work on the other studies.

CHAPTER THREE

Design and methodology of the study

The purpose of this study is to examine the congruence or incongruence that exists between the multiple views and perceptions of the community college department chair. The four views or perceptions being those of the literature's descriptions of the department chair as leader, written job descriptions, the reported functions and perceptions of department chairs, and the expectations and perceptions of the chair's supervisor. The structure of the study is presented in this chapter.

A description of the population, sample selection, survey process, the questionnaire, comparison data, and collecting of job descriptions, and the analysis are presented here.

Population

The subjects for the study were selected from those performing the function of, and doing the duties of Department Chair in the four largest¹

¹ These four are the largest based on reported FTE (Full Time Equivalent student enrollment) as reported in the 1992 Critical Success Factors for the North Carolina Community College System, Third Annual Report. North Carolina Department of Community Colleges, Raleigh, NC (1992). Similar FTE and student count enrollment figures are again reported on pages 56-57 and 12-13 of the Annual Statistical Report 1993-1994, published by Finance and Administrative Support,

Community Colleges in North Carolina. Those colleges are: Wake Community College in Raleigh, Guilford Technical Community College in Greensboro, Fayetteville Community College in Fayetteville, and Central Piedmont Community College in Charlotte.

The Planning and Research offices at the four selected colleges were contacted. Organizational charts were requested. Every college had a different response to providing information.

The first college's organizational chart was supplied readily but was told that several changes had been made since the chart was last updated over three years ago. The chart included names for Division Chair and Dean positions. Chair positions below that were identified by department only. It was accepted and changes were "penciled in" to reflect most of the shifts in the organization. The level in question had had little change. Names were corrected and added by contacting the Division Chairs and Deans.

The second college would not release the names of chairpersons or deans, but the office of planning did want to participate and offered to distribute the instrument from that office under the guidelines provided by the structure of the selection process. That office did distribute surveys

and follow-up post cards for the study. Twenty one of twenty two surveys were returned from this college.

College number three had to take the proposal to a administrative committee to decide whether to permit the survey to be distributed. The committee approved the participation and an organizational chart was provided showing titles/functions only, no names.

The fourth college provided a complete organizational chart with names of each Department Chair.

Sample Selection

It was decided that no person selected for inclusion in the study would be requested to complete more than one questionnaire. Therefore the selection process included first taking each "cluster" from the organizational charts, consisting of the lowest administrative level supervisors of instructional faculty, and their supervisor. Within the cluster, which chairperson would be selected was decided by using a table of two digit random digits. The first two digit number from the table, 60, wasn't be used because some of the supervisors had less than 6 chairpersons that they supervised. The "60" was then used to identify the 60th number in the table, 35. The 3 was used to select subordinate chair positions from the organizational charts under the supervisor. The third

person or department named under the supervisor was as the selected chair position for the study.

In the case of the college that did not supply names of chairpersons, specific instructions as to selecting each dean and then the third name in sequence under that dean's jurisdiction were given to the Director of Planning at that college.

Survey Process

Each selected chairperson was sent a packet containing two questionnaires, cover letters, and return envelopes. One set of questionnaire and letters for themselves with the cover letter stating that the second set was for their supervisor. Separate stamped return envelopes were provided to insure their confidentiality. The packets were sent to the chairperson so as to insure to them that nothing might be done or asked without their knowledge. They also had the opportunity to see that their supervisor was being asked the same questions and that each would send in their answers separately. The chairperson was in control. The supervisor couldn't, for example, ask for the chairperson to return the survey to them to be returned and possibly see their responses.

A follow-up postcard was sent one week later to encourage prompt return of the questionnaire.

After one more week, a follow-up letter with another copy of the questionnaire and cover letters was sent to everyone that had not yet returned the questionnaire.

Table 4 summarizes the information on the number of surveys sent and returned. A total of twenty eight pairs of chairpersons and their supervisors were selected for the survey, for a total of fifty six questionnaires. Of the fifty six subjects, forty four questionnaires were returned (78.5%).

Table 4
Questionnaires sent and returned

College	Surveys sent	Total returned	Supervis. returned	Chairs returned	Usable Pairs
Central Piedmont	8	4	1	3	0
Wake	22	21	11	10	10
Fayetteville	10	7	4	3	1
Guilford	16	12	8	4	4
Total	56 (100%)	44 (78.5%)	24 (85.7%)	20 (71.4%)	15 (57.1%)

There were ten questionnaires that were not used in part of the study comparing responses of chairperson and supervisor. One chairperson's questionnaire was missing a sheet with at least two pages of

questions. One supervisor's questionnaire was collated incorrectly and was missing a page. Eight others were not used because one of the questionnaires in the pair (chairperson and his or her supervisor) was not returned.

There were 20 usable questionnaires from chairpersons out of 28 sent for a return rate of 71%. For the comparison with the supervisor, fifteen pairs or 30 questionnaires out of the original fifty six were usable, for over fifty seven percent. This compares very favorably to the approximately one third return rate for the published work by Seagren, et. al. (approximately 3,000 out of 9,000 sent).

Questionnaire

The questionnaire used was adapted from instruments developed by Alan T. Seagren of the University of Nebraska Lincoln and Gary Filan of the National Community College Chair Academy, Mesa Community College, Mesa, AZ. Seagren's instrument, was originally created in 1978. No original of the survey from the University of Nebraska was available. The best copy available was found in French's dissertation². It is of very poor quality reproduction and is not included here. Filan's instrument is

² French, Janet B. Ph.D. Dissertation. "An Analysis of the Role and Professional Development Needs of the First-Line Administrators in the Technical Community Colleges of Nebraska", University of Nebraska, Lincoln, Nebraska. August, 1980.

part of Seagren, et. al.'s recent book³. The authors were contacted by telephone and in writing and permission was granted to use their instruments in original or modified form. The permission letter is included in Appendix A.

The questionnaires sent out were duplicated on 11 by 17 green paper and folded to make an 8.5 by 11 "booklet." Two cover pages were included, one being instructional to the recipient and one being a support letter from the President of Guilford Technical Community College. The packets were sent to the chairpersons.

The letter to the chairperson included instructions to give the second packet included in their packet, to their supervisor. By sending the packets to the chairperson and having them send the second packet to their supervisor, it reduced the possibility that the chairperson may be intimidated and adjust their answers because they may feel their supervisor may see the answers. The chairperson was assured of confidentiality. The supervisor couldn't instruct the chairperson, for example, to return the questionnaire to the supervisor. It put the chairperson in control of their own questionnaire and could see that the supervisor was getting the same questionnaire.

³ Seagren, A. T., D. W. Wheeler, J. W. Creswell, M. T. Miller, & K. VanHorn-Grassmeyer. Academic Leadership in Community Colleges. Lincoln, Nebraska: University of Nebraska Press, (1994)

Stamped, self-addressed return envelopes were provided with each survey. Copies of the cover letters and the survey instrument are included in Appendix A.

Comparison Data

The original survey instrument, created in 1978, was used in French's dissertation study "An Analysis of the Role and Professional Development Needs of the First-Line Administrators in the Technical Community Colleges of Nebraska"⁴ in 1980. The instrument was used again by Winner⁵ in her dissertation at the University of Delaware in 1989. These dissertations are used here to have some comparative base line of data with which to compare the findings of this study. By using the same or similar instrument, some comparison could be made among the findings.

The third source for data for comparison comes from an instrument created by Gary Filan of the National Community College Chair Academy. His instrument was used by Seagren, Wheeler, Creswell, Miller, and VanHorn-Grassmeyer for their study of Community College department

⁴ French, Janet B. "An Analysis of the Role and Professional Development Needs of the First-Line Administrators in the Technical Community Colleges of Nebraska", Ph.D. dissertation, University of Nebraska, Lincoln, Nebraska. (1980).

⁵ Winner, Cornelia N.. "The Role and Function of the Department Chairperson at Delaware Technical and Community College." Ed.D. dissertation, University of Delaware, 1989. (ERIC Document Reproduction Service No. ED 308 898).

chairs with “approximately 3,000 chairs return[ing] the survey” out of 9,000 sent out ⁶, and becoming the basis for the book Academic Leadership in Community Colleges.⁷ This was used to compare demographic data.

Collecting Job Descriptions

Part of the questionnaire asked if there was a written job description and if available, would they return it with their survey. Six job descriptions were returned and are included in Appendix C. They tend to be very general and generic. At college #4 a position recently advertised with a similar brief description has a 6 page description of tasks performed that was written by the person who left. Those are included also in Appendix C.

An assortment of advertisements for chair and dean positions were collected from personnel offices and from The Chronicle of Higher Education⁸, from the printed issue. These are included in the appendix.

Job postings, advertisements, and descriptions were analyzed by counting the number of times phrases were used in the descriptions.

Analysis

⁶ Seagren, A. T., Wheeler, D. W., Creswell, J. W., Miller, M. T., & VanHorn-Grassmeyer, K. (1994). Academic Leadership in Community Colleges. Lincoln, Nebraska: University of Nebraska Press. p. viii

⁷ Ibid.

⁸ The April 14, 1995 edition of The Chronicle of Higher Education had several ads for department chair and dean positions. They are included in Appendix C.

Answers to the questionnaire were tabulated using Excel. An array was created of the chairpersons' responses to address the first question of "what they do." Scores were tabulated and a percentage of respondents indicating that it "yes, it was" or "no, it was not" part of the job was calculated.

A second array was created using only surveys where both the chairperson and their supervisor had returned complete surveys to look at consistency of expectations. Comparisons were done with each question with each pair (chairperson and their supervisor) to determine how well the definitions of the chairperson's job correlated. Each answer was compared to whether their supervisor made the same response to get a percentage of agreement.

The section of each question asking to determine the importance or value that function had was analyzed. A difference of zero or one (scores ranged from 1 to 5) between the responses of the chairperson and their supervisor was defined as agreement between the chairperson and their supervisor. A score difference greater than 1 was defined as not agreeing on the importance of the function.

A similar comparison was made for the assessment of the perceived need for professional development. For tabulating comparison, the answers of N, S, and C (none, some, and considerable need) were

translated to values of 1, 2, and 3 respectively. The largest number, 3, indicating the perception of the most need for training. A score difference greater than 1 was defined as not agreeing on the need for training.

The full data arrays are included in Appendix B. The summary data analyses are in Chapter 4.

CHAPTER FOUR

Data and Analysis

The primary data for this study was collected by surveying twenty eight community college department chairs and their supervisors. Peripheral data was also collected from job descriptions submitted by survey subjects, job vacancy postings with descriptions and qualifications, and advertisements for job vacancies in a national publication. Enrollment data was collected from the North Carolina Department of Community Colleges and also from The Chronicle of Higher Education. The data collected and an analysis of the data are presented in this chapter.

College Size

As indicated in Chapter 2, the importance of college size is relevant to two aspects of the data. The assumption is that the larger community colleges will have a organization that creates more departmentalization / compartmentalization. In smaller schools there may be much more centralization of decisions, control, budgeting, personnel, and other possible roles. Also, with the larger community colleges an assumption is made that they would function more like small four-year colleges that advertised vacant positions of department chairs. At least one ad for a community college department chair read very much like a university

setting.¹ Included in that description was grant writing, fund raising, and a description that sounded very much like a collegial form of governance with involvement of the chairperson in college decisions. Dempsey² expressed a need for community colleges to turn toward a more open, collegial governance process and learn this from the four year colleges. At fifteen North Carolina community colleges³ faculty and staff are being asked to participate and have input into some decisions.

Table 5 shows enrollment data on the four colleges selected. The four North Carolina community colleges selected for participation in this study have reported FTE from 5,366 to 16,422 and enrollment count from 32,810 to 61,368. Enrollment '91-92 (Column 2) is data taken from The Almanac of Higher Education.⁴ Column 3 is from 1992 data published by the North Carolina Department of Community Colleges⁵. Columns 4 and 5 are from

¹ ad from Broward Community College, Ft. Lauderdale, FL. BCC had an enrollment of 21,682 in 1992 according to the 1992 Almanac of Higher Education and over 12,000 FTE according to the ad. This makes it similar in size to those colleges being studied in this project.

² Dempsey, John R. "An Essay: Reflections of a College President" Community College Review, 20, 2, Fall 1992. p 47 Dempsey is President, Sandhills Community College, Pinehurst, North Carolina.

³ "Quality Connections" is the quarterly newsletter from the Carolina Quality Consortium. C.Q.C. is a network of North Carolina community colleges whose "purpose [is] to expand and strengthen the implementation of continuous quality improvement concepts and practices." Carolina Quality Consortium, Dr. Diane Gibson, Guilford Technical Community College, Box 309, Jamestown, NC 27282.

⁴ The Chronicle of Higher Education (1992). The Almanac of Higher Education. University of Chicago Press. pp 320-322.

⁵ North Carolina Department of Community Colleges (1992). 1992 Critical Success Factors for the North Carolina Community College System, Third Annual Report. Raleigh, NC: North Carolina Department of Community Colleges, Planning and Research Section. p.13.

1993-94 published data, again from the North Carolina Department of Community Colleges⁶. Although there is some change in size from 1991-92 to 1993-94, this data does give some basis for comparison for if this study is used as a basis for other studies.

The enrollment data for '91-92 seems suspect as enrollment data and may in fact be FTE data for the colleges. The '91-92 enrollment for CPCC does not appear to be accurate as either FTE or enrollment. Any further comment would be purely speculative.

Table 5
Enrollment and FTE at four NC Community Colleges

College	Enroll.	FTE	FTE	Stu. Ct.
	'91-92	'92-93	'93-94	'93-94
Central Piedmont C.C	16,442	10,048	9,973	61,368
Wake C.C.	5,405	5,348	5,732	41,925
Fayetteville C.C.	6,043	6,910	8,254	41,305
Guilford Tech C.C.	6,232	6,122	5,366	32,810

In community colleges, the majority of students are not full-time.

Therefore the enrollment/head count shown in Table 5 shows a much

⁶ FTE and student count enrollment figures are reported on pages 56-57 and 12-13 of the Annual Statistical Report 1993-1994, published by Finance and Administrative Support, North Carolina Department of Community Colleges, Raleigh, NC (October 1994)

larger number than FTE count for the same year for each college. Central Piedmont Community College's (CPCC) head count is 6.15 times its FTE. Wake Community College's (WCC) head count is 7.31 times its FTE. Fayetteville Community College's (FCC) head count is 5.00 times its FTE. And Guilford Technical Community College's (GTCC) head count is 6.11 times its FTE. More students mean more diverse demands on the college, faculty, and staff to meet the more diverse needs of a larger group of students and also contact with a larger cross-section of the community.

Advertised Positions

Eighteen advertisements for department chair or similar positions from across the country were collected from editions of the Chronicle of Higher Education between March through August 1995. These included ads for five community college positions, positions at three small colleges, an ad for a Small Business Development Center Director (the North Carolina Community College System includes positions at fifty colleges identified as "small Business Center Director" which would qualify under the definition in Chapter 1) and one ad for a chairperson at a college with an enrollment of 12,329⁷, which could be defined as being similar to the size of the colleges being examined here. The enrollment of 12,329 is smaller than that reported for Central Piedmont Community College for

⁷ Chronicle of Higher Education, The Almanac of Higher Education 1992. Chicago: The University of Chicago Press, 1992. p. 316

1991-92 and smaller than any reported enrollment for the four colleges in 1993-94.

In addition the internal posting / job descriptions for six division chair or director positions that were posted between May 1994 and July 1995 at Guilford Technical Community College were obtained.

Table 6 presents a summary of descriptors used as either part of the job description or as qualification for candidates, implying that the position involves exercising these skills. The ads and postings are included in Appendix C. In Appendix C, the number next to the ad is the enrollment⁸ at that college.

Table 6
Descriptors used in twenty four advertisements and postings

Leadership	
	Effective ... leadership skills are essential
	Plays a leadership role in ... development, marketing and promotion
	Able to influence ... through innovative leadership
	Experienced in leading with foresight, entrepreneurial spirit, and innovation
	Providing leadership and management for the area and development, review, and evaluation of area plans, curriculum, programs, budget and resources.
	Providing leadership
	Administrative or management leadership experience
	Demonstrated leadership qualities
Human relations	
	Effective communication ... skills are essential
	Strong communication and human relation skills

⁸ Ibid.

<p>Ability to interact harmoniously with internal and external constituents</p> <p>Ability to establish and maintain effective working relationships with faculty, staff, and administrators.(5 times)</p> <p>Serving as liaison to campus ... organizations</p> <p>Staff and volunteer training</p> <p>Interviewing prospective students</p> <p>Participation in ... admission recruitment activities alumni functions and in professional activities</p> <p>Exceptional interpersonal and communication skills</p>
<p>Curriculum and instruction</p> <p>Development, implementation and maintenance of educational standards</p> <p>Development, promotion, and evaluation [of programs]</p> <p>Coordination and enhancement of programs</p> <p>Teaching experience (3 times)</p> <p>Meet criteria to teach ... within the division (4 times)</p> <p>Commitment to student success and to enhancing teaching and learning</p> <p>Academic and teaching excellence</p> <p>Teaching/administrative experience</p> <p>Assignment includes teaching and administration</p> <p>Plan, market, and implement continuing professional development programs</p>
<p>External funding / Grants</p> <p>Assist in identifying funding opportunities</p> <p>Record of successful fund raising and grant writing is desirable⁹</p> <p>Secure external funding</p>
<p>Research</p> <p>Research¹⁰</p> <p>Strong record of research and publication¹¹</p>

⁹ In ad from Broward Community College, Ft. Lauderdale, FL. BCC had an enrollment of 21,682 in 1982 according to the 1992 Chronicle of Higher Education and over 12,000 FTE according to the ad. This makes it similar in size to those colleges being studied in this project.

¹⁰ Articles such as "Scholarship and the Vitality of a Community College Faculty", Community College Review, 21, 1, Summer 1993, pp 31-40 and "Community College Administrators and Faculty Scholarship: A Pilot Study", Community College Review, 23, 1, Summer 1995, pp 51-62 are taking new looks into the value and attitudes toward scholarship at the community college level.

¹¹ This is quoted from an ad from a 12,329 student university but is therefor similar in size to the community colleges being studied.

Planning, administration
Recruitment, supervision, and evaluation of ... faculty and staff Planning, budgeting, organizing, managing and evaluating ... programs Supervise ... faculty Coordination of planning resource allocation and quality assurance Administrative skills Administrative leadership (5 times) Ability to encourage and practice participatory management (4 times) Knowledge of TQM concepts, tools and techniques (5 times) Managing and administering the daily operations Administer Recommends institutional policies and procedures Planning, budgets Schedules project management College-wide coordination of area activity Experience with ... school district and community college operations Initiating and conducting ... programs and coordinating related events Experience coordinating a program

Mentioned most often were leadership (17 occurrences), human relations (13), curriculum and instruction (12), and administration skills (24).

From Guilford Technical Community College four out of the six postings mentioned participatory management and five mention TQM (Total Quality Management) concepts. The latest posting at GTCC does not include either statement.

Questionnaire - Tasks.

The descriptors identified in Table 6 are related to the ninety six tasks listed in the questionnaire that was distributed to the selected

department chairs and their supervisors. The tasks listed in the questionnaire were divided into seven major areas. Table 7 shows the task categories in the survey instrument and the abbreviations used to identify each category when specific tasks are referred to, as in Table 8.

Table 7
Code for categories of questions on the questionnaire

B	Budget planning, development, and control tasks
SR	Student Relations and administration tasks
HR	Human Relations and personnel administration tasks
CUR	Curriculum and instruction tasks
IA	Internal Administration tasks
PD	Personal/Professional Development
MR	Maintenance of internal/external Relationship

Specific tasks in the questionnaire are identified as to their grouping and sequence by code letters, from Table 7, and a number. For example HR4 identifies question #4 in the human relation section of the questionnaire. The identification code is followed by either the question, or a shortened representation of the question.

Part of the job? Table 8 (Rank Order of Tasks) is selected data from the complete data set in the Appendix B identified as "Chair Answers" that

compiles the responses from the twenty chairpersons that returned usable survey data. Table 8 lists the tasks in descending order of frequency of responses indicating that the task was part of the job, as reported in Column 3. The third column in Table 8 is the percentage of chairpersons that said they considered this task a part of their job. Grouping in Table 8 based on increments of chairpersons' replies in column 3. The tasks were then numbered from 1 to 96 in column 1.

The first six tasks listed in Table 8 were considered by 100% of the twenty responding department chairpersons to be part of their job. There are fourteen tasks that were identified by 95% or more of the chairpersons as being part of the job.

The last task listed in Table 8, PD1d, was not answered on most of the questionnaires because of an error in the survey construction and printing. However eight people wrote in answers. Of these, three supervisors and five chairpersons all said it should be or is part of what the chairperson does.

Table 8 - Rank Order of Tasks, Page 1 of 2

Rank order of responses from Chairpersons - What DO you DO?		Agree w/Sup.		
		Part of Job		
1	HR6 - Interviewing prospective faculty	100.0%	100.0%	E
2	MR1a - Represent the department to the campus administration	100.0%	100.0%	E
3	MR1b - Represent the department to the public	100.0%	100.0%	E
4	MR3 - Attend college meetings	100.0%	100.0%	E
5	HR4 - Review credentials of applicants for departmental positions	100.0%	93.3%	E
6	CUR5 - Analyzing departmental goals and objectives in relation to the mission and goals	100.0%	80.0%	G
7	HR1 - Identifying personnel needs for departmental programs	95.0%	93.3%	E
8	PD1e2 - Requesting evaluation and feedback about my performance from the dean	95.0%	93.3%	E
9	PD2f - Assessing and providing feedback to staff about their performance on a regular basis	95.0%	93.3%	E
10	CUR6 - Supervise and coordinate the selection of instructional materials and texts in the department	95.0%	86.7%	G
11	MR2a - Interpreting campus goals and policies to the departmental staff and students	95.0%	80.0%	G
12	HR8 - Prepare and conduct an on-going orientation program for all new personnel employees	95.0%	73.3%	F
13	HR9a - Evaluating the performance of professional staff	95.0%	66.7%	P
14	IA10 - Directing the handling of routine office functions, i.e. correspondence, operating equipment	95.0%	66.7%	P
15	CUR2 - Establish short term (one year) goals and objectives for curriculum and instruction	90.0%	93.3%	E
16	CUR3 - Establish longer term goals and objectives for curriculum and instruction	90.0%	93.3%	E
17	HR5 - Recruiting new faculty	90.0%	86.7%	G
18	IA12 - Delegating authority and responsibility to departmental personnel for completion of tasks	90.0%	86.7%	G
19	PD2g - Providing for continuous process of inquiry and discussion about the programs	90.0%	86.7%	G
20	PD2h - Providing opportunities for faculty to keep abreast of changes in their area(s)	90.0%	86.7%	G
21	SR7 - Providing for student input in departmental evaluations	90.0%	80.0%	G
22	PD1a - Reading professional journals to and books related to the responsibilities of a department	90.0%	80.0%	G
23	PD2i - Counseling and advising faculty	90.0%	80.0%	G
24	MR9 - Motivating faculty and staff	90.0%	80.0%	G
25	SR8 - Advising students	90.0%	66.7%	P
26	IA14 - Utilizing committees relative to accomplishment of departmental functions	90.0%	60.0%	P
27	PD1h - Presenting classroom instruction current with knowledge and technology in my field	85.0%	93.3%	E
28	IA2 - Preparing requisitions for departmental purchasing	85.0%	80.0%	G
29	PD2b - Encourage staff attendance at professional meetings	85.0%	80.0%	G
30	HR2 - Insuring that all departmental positions are described by job descriptions	85.0%	73.3%	F
31	HR3 - Utilize faculty input in the selection of departmental personnel	85.0%	66.7%	P
32	CUR4 - Establish procedures for development of curriculum guides, course descriptions	85.0%	66.7%	P
33	MR8 - Recruiting students	85.0%	66.7%	P
34	CUR13 - Planning, implementing and evaluating the use of new instructional materials	85.0%	60.0%	P
35	MR2b - Interpreting campus communiques to the departmental staff and students	85.0%	46.7%	V
36	SR5 - Conduct reviews of departmental student policies	85.0%	40.0%	V
37	PD2c - Assisting faculty in the securing of funds for professional development activities	80.0%	80.0%	G
38	HR7 - Involving faculty in final selections of new departmental faculty members	80.0%	73.3%	F
39	CUR1 - Establish procedures for developing goals and objectives	80.0%	73.3%	F
40	IA17 - Making decisions concerning faculty retention/release	80.0%	66.7%	P
41	PD1f - Maintaining a personal professional library with sufficient new materials	80.0%	60.0%	P
42	MR4 - Preparing departmental status reports	80.0%	60.0%	P
43	CUR9 - Surveying student needs and interests concerning curriculum and service	80.0%	40.0%	V
44	IA11 - Utilizing data and statistics from the campus office of institutional research ... for planning	75.0%	80.0%	G
45	MR5b - Mediating student complaints/problems with the college administration	75.0%	80.0%	G
46	B3b - Planning expenditures for departmental purchases of equipment	75.0%	73.3%	F
47	SR4b - Supervising ... program ... student/faculty problems and complaints	75.0%	73.3%	F
48	IA4 - Utilizing computer services for departmental management	75.0%	73.3%	F
49	IA9 - Making decisions relative to the organizational structure of the department, i.e. governance	75.0%	73.3%	F
50	IA13 - Directly supervising departmental office operations	75.0%	66.7%	P
51	PD1e1 - Requesting evaluation and feedback about my performance from departmental staff	75.0%	66.7%	P
52	PD1b - Reading books and periodicals of general interest to higher education, ...	75.0%	60.0%	P

Table 8 - Rank Order of Tasks, Page 2 of 2

80

53	MR5a - Mediating faculty complaints/problems with the college administration	75.0%	60.0%	P
54	PD1c2 - Conducting research to enable me to grow professionally	73.7%	73.3%	F
55	PD2 a - Providing seminars and workshops for staff	73.7%	73.3%	F
56	IA8 - Preparing standard operating procedures for expediting routine departmental activi	73.7%	53.3%	V
57	SR4a - Supervising ... program ... student problems and complaints	70.0%	73.3%	F
58	IA1 - Preparing departmental vital statistics for internal decision making	70.0%	60.0%	P
59	IA18 - Communicating with the Affirmative Action Officer concerning related departmen	70.0%	46.7%	V
60	B3a - Planning expenditures for departmental purchases of supplies	65.0%	93.3%	E
61	SR9 - Providing for student input into departmental curricula decisions	65.0%	80.0%	V
62	B7 - Decide priorities for expenditures	65.0%	73.3%	F
63	SR1 - Supervise maintenance of student files	65.0%	66.7%	P
64	HR9b - Evaluating the performance of non-professional staff	65.0%	66.7%	P
65	MR6 - Soliciting grants and outside funds for the department	65.0%	40.0%	V
66	CUR11 - Planning and developing curricular/instructional program reviews	65.0%	20.0%	V
67	CUR7 - Evaluating departmental goals and objectives in relation to other departments ar	60.0%	73.3%	F
68	PD2d - Maintaining a professional library for the department	60.0%	66.7%	P
69	B5 - Prepare and explain budget requests	60.0%	60.0%	P
70	IA7 - Assessing the operating relationships among departmental personnel, i.e. informat	60.0%	60.0%	P
71	B1b - Analyzing expenditures for departmental purchases of equipment	60.0%	53.3%	V
72	PD2e - Assisting faculty in research and scholarly activities	60.0%	53.3%	V
73	B1a - Analyzing expenditures for departmental purchases of supplies	55.0%	66.7%	P
74	IA6 - Analyzing the use of time by departmental faculty and staff	55.0%	60.0%	P
75	PD1c1 - Conduct research to improve my performance as a department chairperson	55.0%	53.3%	V
76	CUR8 - Surveying community needs and interests concerning curriculum and service	55.0%	40.0%	V
77	MR7 - Contacting prospective employers for departmental graduates	50.0%	80.0%	G
78	B6 - Prepare and monitor a system for all departmental expenditures	50.0%	73.3%	F
79	PD1g - Making professional presentations at state, regional, and national conferences	50.0%	73.3%	F
80	IA3 - Calculating space utilization needs	50.0%	66.7%	P
81	SR2 - Make decisions concerning individual student admissions	50.0%	60.0%	P
82	SR3 - Development of an advising and counseling program for students	50.0%	60.0%	P
83	B8 - Supervise a system for monitoring expenditures	45.0%	80.0%	G
84	SR6 - Prepare enrollment projections	45.0%	80.0%	G
85	CUR12 - Supervising the use of curriculum resources, e.g. library, instructional material	45.0%	33.3%	V
86	CUR10 - Conducting follow-up studies of departmental graduates	40.0%	53.3%	V
87	IA15 - Providing clerical, financial, etc. support for departmental committees	40.0%	53.3%	V
88	IA5 - Developing educational specifications for new or renovated facilities	40.0%	46.7%	V
89	B3c - Planning expenditures for facilities	35.0%	93.3%	E
90	B1c - Analyzing expenditures for facilities	30.0%	93.3%	E
91	IA16 - Supervising procedures for recommending tenure and promotion	30.0%	60.0%	P
92	B2a - Analyzing salary ... for academic staff	25.0%	80.0%	G
93	B2b - Analyzing salary ... for non-academic staff	20.0%	80.0%	G
94	B4a - Planning salary ... for academic staff	20.0%	73.3%	F
95	B4b - Planning salary ... for non-academic staff	20.0%	73.3%	F
96	SR10 - Directing ... faculty-student social functions	20.0%	53.3%	G
PD1d - Attending professional meetings related to my responsibilities as department chair		100.0%		
		of 6 responding		

Average (for 96 functions) =	71.0%	
E = Excellent agreement = 90-100% =	14	14.6%
G = Good agreement = 80-89% =	22	22.9%
F = Fair agreement = 70-79% =	17	17.7%
P = Poor agreement = 60-69% =	27	28.1%
V = Very poor agreement = below 60% =	16	16.7%

At the 95% level of agreement by chairpersons and below, an pattern appeared. All things being equal, it might be anticipated that a proportional distribution of “No” responses would occur. The college with 50% of the chairperson respondents would get about 50% of the No’s and a college with 15% of the respondents would have 15% of the No’s. This did not occur. A disproportionate percentage of the “No” responses began to appear first at colleges #2 and #4. The first eight “No’s” are split equally between college 2 that had 50% of the returned surveys and college 4 that had only 15% of the returned surveys. College 1 did not report its first “No, this is not part of my job” until task #54 in rank order. Table 9 displays a summary of this distribution.

Table 9
Distribution of “task is not part of the job”

	College	CPCC	WCC	FCC	GTCC
Agree.	Tot. No's				
95%	8		4 / 50%		4 / 50%
90%	24		22 / 92%		2 / 8%
85%	30		22 / 73%	3 / 10%	5 / 17%
80%	28		24 / 86%	2 / 7%	2 / 7%
Partial Total	90	0 / 0%	72 / 80%	5 / 6%	13 / 14%

The irony is that GTCC was selected for a grant to create and house what is now the Carolina Quality Consortium. This is the training center

for other North Carolina community colleges that is to assist in implementing "Total Quality Management" policies and procedures, involving faculty and staff in decision making, empowering faculty and staff, and yet they have the second highest level of No's emerging in this study. The No's indicate that these tasks are not perceived as part of the chairperson's job. They do not have authority in this area. CPCC chairpersons did not report their first "No, this is not part of my job" until task #54 on Table 8.

Leadership. From the advertisements, there was a strong indication that leadership is wanted for these positions. Nine times in fourteen advertisements leadership is specifically mentioned. Five of the six postings from GTCC mention TQM principles and four of the five mention participatory management. The request for leadership is definitely widely stated.

In Table 8 - Rank Order, chairpersons responded that tasks number 15, 16, 18, 24, and 26 (in rank order), that are leadership related were part of their job. The response by chairpersons to these tasks were all 90% affirmative. Supervisors agree with the chairperson between a high of 93.3% down to a low of 60% with the perception of the chairperson.

Curriculum and Teaching. Curriculum related themes were mentioned 5 times in the advertisements. Direct references to teaching were made 10 times.

In the survey, “analyzing departmental goals and objectives in relation to the mission and goals of the college” was said to be a part of their job by 100% of the chairpersons. Only 80% of the time did their supervisor agree with that perception. 95% of chairpersons said that “supervise and coordinate selection of instructional materials and texts” was part of their job, whereas only 86.7% of supervisors thought so.

Seventeen chairpersons responded to the question about the number of hours they teach. The three that didn’t answer can’t be addressed. Three of the seventeen, or 17%, responded that they didn’t teach at all. Of the remaining, 11 ranged from 3 to 20 hours a week, and 3 indicating over 20 hours a week teaching. The overall average was 11 hours per week spent in teaching activities.

Human Relations Tasks. Tasks from the Human Relations section of the questionnaire ranked as 6 of the top 17 tasks on Table 8 - Rank Order of Tasks. The chairperson’s supervisor agreed with that perception from a high of 100% (where 100% of the chairpersons had also said it was part of the job) to a low of 66.7% for “evaluating the performance of professional staff.”

Administration tasks. Tasks from the “Internal Administration” section of the questionnaire were relatively low on the list of ranked tasks that chairpersons agreed upon as being part of the job. In rank order, tasks number 14, 18, 26, 28, and 40 are only 5 out of the top 40. Yet in the advertisements and job postings, administrative skills were the most mentioned skill or requirement. At ranked question #40 in Table 8, 80% of chairpersons are still saying that the task is part of the job. Support or agreement from supervisors runs as low as 60 for one task and 66.7% for two other tasks. Three of these five tasks have two thirds or less agreement from the supervisor that they should be doing this task.

Agreement by Supervisor.

The fourth column in Table 8 - Rank Order of Tasks is from the data that compared the responses from the chairperson and their supervisor from the fifteen paired replies where the questionnaires were both returned and were usable by the chairperson and their supervisor. This data has been transferred to Table 8 from the data set included in Appendix B and identified as “Paired Data.” This is the percentage of pairs of responses related to that task where the chairperson and their supervisor agreed on whether the task was or was not part of the job. The last column is an arbitrary grouping of the data from the “agreement” column into five categories, Excellent (90% and above) to Very poor (below

60%), based on the amount of agreement between chairperson and supervisor as to whether a task was part of the job.

The last task in Table 8 (Task #96) has limited replies as explained earlier. Four of the responses came from matched pairs of surveys and therefore also showed level of agreement on that task. There was total agreement that the chairperson should be doing this. In one pair, the supervisor rated the importance as a 2 while the chairperson rated it as a 4, important. One chairperson rated it a 3. All the others rated this as either a 4 or 5, very important.

Overall, only 71% of the time did the chairperson and their supervisor agree on whether a particular task was part of the job or not. This is even though 18 out of 20 chairpersons replied that there is a written job description. The agreement ranged from a high of 100% for four of the 6 tasks that the chairpersons all agreed (100%) was part of the job, to a low of 20%. On 43 of the 96 tasks, agreement as to whether the chairperson is supposed to or not supposed to do the task, the agreement between the chair and their supervisor is less than 70%.

In Winner's study in Delaware, there was 90% agreement on 28 of 48 tasks (58.3%). In this study there was 90% or more agreement on only 14 out of 96 tasks(14.6%). Dropping to a 70% agreement level raises the

number of tasks agreed on to 53 of the 96 (55.2%), near the percentage of tasks that had 90% agreement in Winner's study.

Table 10
Comparison of level of "agreement" with Winner's study in Delaware

level of agreement	Delaware - % of tasks	This study - % of tasks
90%	28 / 48 = 58.3%	14 / 96 = 14.6%
80% or more		36 / 96 = 37.5%
70% or more		53 / 96 = 55.2%

"Swivel Chair"¹².

Questions MR1a (100%), "Represent the department to the campus administration," MR1b (100%), "Represent the department to the public," MR2a (95%), "Interpreting campus goals and policies to the department staff and students," MR2b (85%) "Interpreting campus communiqués to the department staff and students," and MR5A&B (both 75%), Mediating complaints between students, faculty, and administration, could easily define and verify the existence of Gmelch's "swivel chair" concept. Strong response here by chairpersons that these functions are part of their job supports that idea and therefore much of his writing.

¹² Cited also in Chapter 2. Gmelch, W. H. "The Paradox of the Swivel Chair." CSDC Newsletter, v.3, n.1., 1993.

Time expectations.

Another area that became apparent as to mis-communicated expectations and performance or mis-matched perceptions was revealed in the responses to questions about the number of hours spent teaching and performing administrative duties. (See page 7 of “Paired Data” detail included in Appendix B or as Table 9.)

One supervisor responded that the chair was teaching 10 hours, doing administrative duties 40 hours a week and that was part of a reduced teaching schedule. The Chairperson responded that they were teaching 0 hours, doing 50 hours a week of administrative work, and no release time / reduced teaching load, apparently because they were not teaching at all.

In another pair of responses the chairperson said 40 hours a week of administrative work where the supervisor thought they were only spending 15 hours a week on such tasks, a 25 hour per week under estimation of the load.

Three over-estimations of the work load by the supervisor of 5 hours or less, were offset by eight (40%) under-estimations of from 3 to 25 hours. The two largest discrepancies were two supervisors expecting 40 hours per week of administrative work plus a reduced teaching load of 10 hours (usually considered a half position, making this a full job and a half) and

the chairperson replying that they were doing 40 to 50 hours a week administrative with no teaching and not being a reduced teaching load.

Table 11
Work Load - Teaching & administrative as perceived by
supervisor and chairperson

In each pair of data columns, the left column is the supervisor's (S) response and the right column is the chairperson's (C) response. The missing numbers in the grid, represented by ##, are -10. Negative numbers in the "Difference" row represent an overestimation of the load by the supervisor.

	S	C	S	C	S	C	S	C	S	C	S	C	S	C	S	C	S	C	S	C	S	C	S	C	S	C		
Hrs teaching	0	0	12	12	0	5	6	15	19	10	0	10	0	0	4	26	23	24	15	15	0	20	21	15	15	15	11	
Difference	0	0	0	0	0	1	4		##	##	4	26	1	0	0	1	0	4										
Hrs Administr.	40	43	20	15		35	35	10	10	40	40	40	50	40	36	5	5	10	5	20	30	40	10	6	20	25	15	40
Difference	3	-5	0	0	0	0	0	0	10	-4	5	5	15	10	-4	5	25											
Extra Pay?	N	N	N	N	N	Y	Y	N	N	N	Y	Y	N	N	Y	Y	Y	N	N	N	N	N	N	Y	Y	Y	Y	
Red. teach. lo.	N	N	Y	Y	N	Y	Y	Y	Y	N	N	Y	N	Y	N	Y	N	N	Y	Y	N	N	N	Y	Y	Y	Y	
Agree?	Y	Y	N	Y	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Hours																												
Teach	Range 0 - 26										Avg. 11																	
Diff.	Range ## - 26										Avg. 1																	
Admin.	Range 5 - 50										Avg. 25																	
Diff.	Range -5 - 25										Avg. 4																	
Extra Pay?	Yes 5										No 8																	
Red.teach?	Yes 15										No 13																	
Agree?	Yes 11										No 4																	

Teaching load reduction. In response to the question of teaching load, the average in this study was 11 hours per week. Full-time curriculum instructors are usually required to teach about 20 hours per week. (The official definition at college #4 is 18 to 22 hours of instruction per week. Seagren found that the average reassigned or release time was 9

hours¹³ leaving 11 hours for teaching, identical to the average found in this study.

Administrative Time. Seagren, et al's study found the average number of hours for chair administrative responsibilities fell between 31 and 40 hours per week. This study found the average to be 28 hours. However, remember that college #2 had a large number of tasks that their chairs said were not part of their job that were part of the chair's job at the other colleges. At college #2 is where both the highest and lowest number of hours occur for this category. If college #2 is eliminated, the average rises only slightly to 29.333 hours per week. The largest single reply to Seagren, et al's study was in the 41 to 50 hours per week (29.6%) with the mean falling into "31-40 hours per week."

Training Need

The need for training was translated from the questionnaire and reported under "Chair Answers" in Appendix B, as 1 for "None", 2 for "Some", and 3 for "Considerable" training needed as reported by the chairpersons.

Table 12 summarizes the detail shown in Table 13 regarding the training needs perceived by chairpersons for each task.

¹³ Ibid., p. 19

Table 12
Number of tasks where chairpersons say training is needed

# of tasks	description of training need
7	where 30% of chairs indicated they needed "Considerable" training
31	half or more indicated they need "some" or "considerable training"

Thirty percent of chairpersons surveyed indicated that they need "some" or training on a task. An additional fifteen percent of chairpersons indicated they need "considerable" training on a task.

Table 13 is an extraction of only the responses to the perceived need for training from the complete data set identified as "Chair Answers" in Appendix B.

Demographic Data.

This data serves two purposes. One, to verify that the sample taken has some semblance to the only large survey done of community college chairpersons¹⁴. Minor differences would be explained by the small sample size of this study. With only twenty chairpersons in the sample each response would have a double 5% impact if it were different,

¹⁴ Seagren, A. T., D. W. Wheeler, J. W. Creswell, M. T. Miller, & K. VanHorn-Grassmeyer. Academic Leadership in Community Colleges. Lincoln, Nebraska: University of Nebraska Press, 1994

Table 13 - Training, Page 1 of 2

Rank order of responses from Chairpersons - Do you need training?		Average	"1"	"2"	"3"
Boxed item indicates 6 (30%) said they need considerable training					
Boxed scores under "2" and "3" indicate 50% said they need at least some training					
1	HR9a - Evaluating the performance of professional staff	2.00	6	8	6
2	MR9 - Motivating faculty and staff	2.00	7	5	7
3	CUR13 - Planning, implementing and evaluating the use of new instructional materials	1.95	6	8	5
4	PD2i - Counseling and advising faculty	1.95	8	4	7
5	SR8 - Advising students	1.90	8	6	6
6	CUR3 - Establish longer term goals and objectives for curriculum and instruction	1.89	8	5	6
7	SR3 - Development of an advising and counseling program for students	1.85	6	11	3
8	CUR5 - Analyzing departmental goals and objectives in relation to the mission and goal	1.84	7	8	4
9	CUR1 - Establish procedures for developing goals and objectives	1.84	8	6	5
10	MR6 - Soliciting grants and outside funds for the department	1.84	9	4	6
11	SR4b - Supervising ... program ... student/faculty problems and complaints	1.80	7	10	3
12	PD2f - Assessing and providing feedback to staff about their performance on a regular	1.79	8	7	4
13	PD2h - Providing opportunities for faculty to keep abreast of changes in their area(s)	1.79	8	7	4
14	PD1h - Presenting classroom instruction current with knowledge and technology in my	1.79	9	5	5
15	CUR2 - Establish short term (one year) goals and objectives for curriculum and instruct	1.79	10	3	6
16	SR5 - Conduct reviews of departmental student policies	1.75	7	11	2
17	SR4a - Supervising ... program ... student problems and complaints	1.75	8	9	3
18	HR1 - Identifying personnel needs for departmental programs	1.75	8	9	3
19	HR8 - Prepare and conduct an on-going orientation program for all new personnel empl	1.75	9	7	4
20	PD2 a - Providing seminars and workshops for staff	1.75	10	5	5
21	IA17 - Making decisions concerning faculty retention/release	1.74	9	6	4
22	B6 - Prepare and monitor a system for all departmental expenditures	1.70	9	8	3
23	CUR9 - Surveying student needs and interests concerning curriculum and service	1.70	11	4	5
24	IA11 - Utilizing data and stictics from the campus office of institutional research ... for p	1.68	9	7	3
25	PD2c - Assisting faculty in the securing of funds for professional development activities	1.68	10	5	4
26	MR1a - Represent the department to the campus administration	1.68	10	5	4
27	MR1b - Represent the department to the public	1.68	10	5	4
28	HR2 - Insuring that all departmental positions are described by job descriptions	1.65	9	9	2
29	HR4 - Review credentials of applicants for departmental positions	1.65	9	9	2
30	IA1 - Preparing departmental vital statistics for internal decision making	1.63	8	10	1
31	IA4 - Utilizing computer services for departmental management	1.63	10	6	3
32	PD1e1 - Requesting evaluation and feedback about my performance from departmenta	1.63	10	6	3
33	PD1e2 - Requesting evaluation and feedback about my performance from the dean	1.63	10	6	3
34	CUR4 - Establish procedures for development of curriculum guides, course description	1.63	11	4	4
35	CUR8 - Surveying community needs and interests concerning curriculum and service	1.63	11	4	4
36	PD1a - Reading professional journals to and books related to the responsibilities of a de	1.63	11	4	4
37	MR5a - Mediating faculty complaints/problems with the college administration	1.63	11	4	4
38	MR5b - Mediating student complaints/problems with the college administration	1.63	11	4	4
39	PD1b - Reading books and periodicals of general interest to higher education, ...	1.63	12	2	5
40	PD1c2 - Conducting research to enable me to grow professionally	1.61	11	3	4
41	PD2d - Maintaining a professional library for the department	1.61	14	4	1
42	SR7 - Providing for student input in departmental evaluations	1.60	9	10	1
43	B3b - Planning expenditures for departmental purchases of equipment	1.60	10	8	2
44	B5 - Prepare and explain budget requests	1.60	10	8	2
45	B7 - Decide priorities for expenditures	1.60	10	8	2
46	B8 - Supervise a system for monitoring expenditures	1.60	10	8	2
47	HR6 - Interviewing prospective faculty	1.60	10	8	2
48	HR9b - Evaluating the performance of non-professional staff	1.60	11	6	3
49	IA14 - Utilizing committees relative to accomplishment of departmental functions	1.58	10	7	2
50	MR2a - Interpreting campus goals and policies to the departmental staff and students	1.58	10	7	2
51	PD2b - Encourage staff attendance at professional meetings	1.58	11	5	3

52	PD2g - Providing for continuous process of inquiry and discussion about the programs	1.58	11	5	3
53	MR8 - Recruiting students	1.58	11	5	3
54	PD1f - Maintaining a personal professional library with sufficient new materials	1.58	12	3	4
55	MR4 - Preparing departmental status reports	1.58	12	3	4
56	MR2b - Interpreting campus communiques to the departmental staff and students	1.58	13	4	2
57	SR9 - Providing for student input into departmental curricula decisions	1.55	11	7	2
58	HR3 - Utilize faculty input in the selection of departmental personnel	1.55	11	7	2
59	IA9 - Making decisions relative to the organizational structure of the department, i.e. gov	1.53	10	8	1
60	IA5 - Developing educational specifications for new or renovated facilities	1.53	11	6	2
61	PD1c1 - Conduct research to improve my performance as a department chairperson	1.53	11	6	2
62	CUR7 - Evaluating departmental goals and objectives in relation to other departments a	1.53	12	4	3
63	SR2 - Make decisions concerning individual student admissions	1.50	11	8	1
64	SR6 - Prepare enrollment projections	1.50	11	8	1
65	B1a - Analyzing expenditures for departmental purchases of supplies	1.50	12	6	2
66	B1b - Analyzing expenditures for departmental purchases of equipment	1.50	12	6	2
67	B1c - Analyzing expenditures for facilities	1.50	12	6	2
68	B2a - Analyzing salary ... for academic staff	1.50	12	6	2
69	B3a - Planning expenditures for departmental purchases of supplies	1.50	12	6	2
70	HR7 - Involving faculty in final selections of new departmental faculty members	1.50	12	6	2
71	CUR11 - Planning and developing curricular/instructional program reviews	1.50	12	6	2
72	B3c - Planning expenditures for facilities	1.50	13	4	3
73	CUR10 - Conducting follow-up studies of departmental graduates	1.50	14	2	4
74	IA6 - Analyzing the use of time by departmental faculty and staff	1.47	11	7	1
75	IA7 - Assessing the operating relationships among departmental personnel, i.e. informa	1.47	12	5	2
76	IA12 - Delegating authority and responsibility to departmental personnel for completion	1.47	12	5	2
77	IA16 - Supervising procedures for recommending tenure and promotion	1.47	13	3	3
78	B2b - Analyzing salary ... for non-academic staff	1.45	13	5	2
79	HR5 - Recruiting new faculty	1.45	13	5	2
80	IA8 - Preparing standard operating procedures for expediting routine departmental activ	1.42	12	6	1
81	PD1g - Making professional presentations at state, regional, and national conferences	1.42	12	6	1
82	IA15 - Providing clerical, financial, etc. support for departmental committees	1.42	13	4	2
83	IA18 - Communicating with the Affirmative Action Officer concerning related departmer	1.42	13	4	2
84	PD2e - Assisting faculty in research and scholarly activities	1.42	13	4	2
85	MR7 - Contacting prospective employers for departmental graduates	1.42	13	4	2
86	SR1 - Supervise maintenance of student files	1.40	11	7	1
87	CUR6 - Supervise and coordinate the selection of instructional materials and texts in th	1.37	13	5	1
88	IA10 - Directing the handling of routine office functions, i.e. correspondence, operating	1.37	13	5	1
89	MR3 - Attend college meetings	1.37	15	1	3
90	B4a - Planning salary ... for academic staff	1.35	14	5	1
91	IA2 - Preparing requisitions for departmental purchasing	1.35	15	3	2
92	IA3 - Calculating space utilization needs	1.32	14	4	1
93	IA13 - Directly supervising departmental office operations	1.32	14	4	1
94	CUR12 - Supervising the use of curriculum resources, e.g. library, instructional materia	1.30	15	4	1
95	B4b - Planning salary ... for non-academic staff	1.25	16	3	1
96	SR10 - Directing ... faculty-student social functions	1.20	17	2	1
	PD1d - Attending professional meetings related to my responsibilities as department chairperson				

Count of !'s, 2's, and 3's: 1039 551 273
 % of responses: 56% 30% 15%
 Average per question: 1.59

Table 14 - Demographic Data Page 1 of 2

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Answers from 20 Department/Division Chair surveys --
Demographic data

	C1				C2								C3				C4			
Survey # --	2	33	34	4	6	8	10	12	14	16	18	20	22	24	36	44	26	28	30	32
Position	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Gender																				
Male	1	1			1	1	1	1	1				1	1	1		1	1	1	
Female			1	1						1	1	1								1
Age																				
25-34																				
35-44							1			1										1
45-54	1	1			1			1	1		1	1					1	1		
55-64			1	1		1						1	1						1	
65 & Over															1					
Prior to this administrative position ...																				
member of the dept.			1	1	1		1	1		1	1		1	1					1	1
from another dept.	1														1		1			
from outside, similar...	1				1													1		
other adm. exper.									1			1								
Prior administrative experience ...																				
no			1	1		1	1	1											1	
as assist. chair		1																		
as a chairperson												1					1			
other exp. in H.E.	1									1	1				1		1			
other outside H.E.	1				1				1				1	1	1		1	1		1
How many hours per week do you spend teaching?																				
	6	3	4	0	12		6	19	0	0	4	26	24	15	25			21	15	11
How many hours per week do you spend performing administrative tasks?																				
	34	47	37	43	15		35	10	40	50	36	5	10	20	15		40	6	25	40
How many years have you served as chairperson?																				
	13	12	12	6	10	14	14	15	3	2	2	3	18	4	10		6	12	26	15
What was your age when you assumed your present position?																				
	45		43	48	43	41	30	38	44	42	45	56	31	58	56		38		31	29

13 68.4%
6 31.6%

0 0.0%
3 15.8%
9 47.4%
6 31.6%
1 5.3%

11 57.9%
3 15.8%
3 15.8%
2 10.5%

6 26.1%
1 4.3%
2 8.7%
5 21.7%
9 39.1%

11 Avg

28 Avg

10 Avg.

42 Avg.

What was your highest degree when you were hired as a participant?																
Asso. degree															0	0.0%
Bachelor's					1		1						1	1	4	21.1%
Master's	1		1	1	1		1		1	1	1		1	1	11	57.9%
Edu.Spec.															0	0.0%
Doctorate			1									1			2	10.5%
No degree										1	1				2	10.5%

What is your current highest degree?																
Asso. degree															0	0.0%
Bachelor's					1		1							1	3	15.8%
Master's	1		1	1	1		1		1	1		1		1	12	63.2%
Edu.Spec.															0	0.0%
Doctorate		1										1			2	10.5%
No degree									1	1					2	10.5%

Yes. Term?					1												1	1		3
No.	1	1	1	1	1		1	1	1	1	1	1	1	1	1		1		1	16

[illegible]

Yes		1	1	1	1	1	1	1	1	1	1	1	1	1			1	1	1	1	17	89.5%
No	1														1						2	10.5%

[illegible]

Yes					1		1			1	1	1					1	1	7	38.9%
Amount? see note 1							##					##						##	Avg \$	2,233
No	1	1	1	1		1			1	1			1	1	1	1			11	61.1%

Yes		1	1		1		1	1			1	1		1		1	1	10	50.0%
Hours reduced?		12	12		3		12	5				3				5	6	Avg.	7.25
No	1			1		1			1	1	1		1		1	1		10	50.0%

decreasing one item and increasing another by 5% each. Secondly, there are some specific factors that have implications for the colleges.

Table 14 summarizes the demographic data findings of this study.

Gender. In this study 68.4% of the chairpersons were male and 31.6% female. Seagren, et al¹⁵, found 59.3% male and 40.7% female in their study involving 9,000 community college chairpersons. This study has a similar but slightly higher male participation than the larger study.

Age. This study found the sampled chairpersons slightly older than Seagren, et al's study¹⁶. Two considerations - a single reply makes a 5.3% shift (19 responses in the data set) in two areas; and with the age of the North Carolina community colleges it would be expected that there would be a number of people that have over twenty years of service at the colleges. The aging staff was expected. Table 15 shows the age distribution found in this study and also in Seagren, et al's study.

Table 15
Age of department chairpersons

Age group	This study	Seagren's study
25-34	0%	.4%
35-44	15.8%	27.0%
45-54	47.4%	46.9%

¹⁵ Ibid., p. 13

¹⁶ Ibid.

55-64	31.6%	23.5%
65 & Over	5.3%	2.1%

Highest degree. This study again found results similar to Seagren, et al's study¹⁷ of over 3,000 department chairs in this area with close to 60% of chairpersons having a Masters degree. This study is skewed slightly left of Seagren, et al's study with more chairpersons having below a Masters degree whereas the larger study has over twice as many Doctoral degrees.

Table 16

Degrees held by chairpersons

Highest Degree	This study	Seagren's study
Less than Bacc.	10.5%	3.3%
Baccalaureate	15.8%	9.2
Masters	63.2%	59.3%
Specialist	0%	4.6%
Doctorate	10.5%	23.6%

¹⁷ Ibid., p. 13

CHAPTER FIVE

Summary, Conclusions, and Recommendations

J. J. Cribbin stated that "As all managers know and all business school graduates are destined to discover to their dismay, rules never seem to work out as formulated. They concentrate on what managers should do rather than on what they actually do." Those rules include job descriptions. Gary Filan said that "You're lucky if you have a job description." The real problem may lie in whether the job description is describing what the chairperson does, expects to do, or what their supervisor really expects them to do.

This study examined managers, specifically department chairs in community colleges, their roles, perceptions, and what they actually do. Then this study examined the congruence or incongruence that exists between two of the multiple views and perceptions of the community college department chair. The focus was primarily on the perceptions of the chairperson and their immediate supervisor and how they matched and differed.

Changing roles, undefined roles, and multiple sets of expectations all lead to ambiguity and conflict. Expectations vary according to the

individual's perception of the role. That perception is built upon several bases – written job description, advertisements for similar positions, literature, communication with the immediate supervisor to validate perceptions. But a variance will still occur. This variance of expectations may be small or large. Reducing the variance would reduce role conflict and ambiguity. Role conflict and role ambiguity lead to stress and burnout. Conflict, ambiguity, stress, and burnout all lead to less productivity and ineffectiveness.

This study examined department chairpersons' perceptions of their job. This was then compared to their supervisor's perception of their chairperson's job.

Chairpersons were asked what tasks they felt they needed training on in order to better perform those tasks.

Some basic demographic data was collected as well.

Research Questions

In Chapter One, four questions were presented that this study answered. Predicated on the data presented in Chapter Four, those questions are answered here.

What do department chairs do [and don't do]? The answer to this question is found by looking at the tasks with the highest "Yes" response rates by chairpersons. Table 8 gives a list of tasks that are performed by

chairpersons at the colleges examined in this study. They are in descending order of frequency of affirmative response by the chairpersons. There were only six tasks that all of the surveyed chairpersons agreed on as being part of the job. However only four of those tasks had 100% support and agreement from their supervisor that they should be doing that task.

Twenty six of the ninety six tasks were identified by 90% or more of the chairpersons as being part of their job. This cannot, however, be construed to mean that these twenty six tasks make up a “standard job description” for chairpersons. Thirty two times among the twenty chairpersons a “No” response was made to at least one of these tasks on the questionnaire.

Differences between colleges makes a big difference also. At CPCC and FCC, all the chairpersons replied “Yes” to all twenty six of these tasks. Yet 81% of the thirty two “No’s” were expressed from WCC. Clearly a difference of role expectations between WCC and the other colleges.

There were a number of similarities and consistencies and differences, both within colleges and between colleges. What may be acceptable at one college may not be what another college wants — philosophically or administratively.

There were only four tasks that received 100% affirmative responses from chairpersons and their supervisors as being part of the chairperson's job. With such small consistency, and the small sample size, and that there was no data collected from the supervisors of the chairpersons at one college, there can be no single set of tasks for which it is said, "This is what a community college department chairperson does."

Do they do what they think they should be doing? In most cases the chairperson was doing the tasks rated as important tasks. Occasionally, such as question CUR1, at college #2, two of the four No's for being part of the job, also said that that task was 5-very important. This would seem to indicate that they are not allowed to make that decision because of an administrative / philosophical decision on empowering the person to make decisions or maintaining control.

Part of the expectation of what chairpersons should do comes from what they are told or anticipate from other similar positions. The advertisements and job postings give a reasonably correct general description of the job of chairperson. The job descriptions are reasonably correct general descriptions. But they are very general. Eighty nine percent of the chairpersons said there was a written job description for their position and yet the next research question shows a lack of common understanding and perception.

Are they doing what their supervisor thinks they should be doing?

This question emerges as possibly the most important. The congruence between the chairperson's perception and their supervisor's perception as to whether any specific task was part of the chairperson's job was tabulated. What this study revealed was the matching, agreement, congruence or incongruence, of the chairperson's opinion / perception and their supervisor's opinion / perception (columns 4 and 5 of Table 8) of what tasks are part of the chairperson's job.

This study exposed a great discrepancy between what chairpersons thought was their job and what their supervisor thought was their job, even though there was a written job description.

Agreement between chair and supervisor is important to reduce role conflict and ambiguity whether it is to agree that a particular task should or should not be done. What is possibly more important than determining what the tasks associated with a particular position are, or whether the person feels it is important, is to come to a common understanding and agreement of what those tasks and expectations are. The level of incongruency of expectations found in this study, 29%, is probably causing much stress for the chairpersons. Stress for the department chair is contributed to by several factors that were identified by Gmelch in a study of 1600 chairs from 200 four-year institutions. Most of the same factors

appeared in this study — role ambiguity, workload, evaluating faculty performance, attending meetings, and the double pressure of the “swivel chair” position. If roughly 30% of the time someone was either doing something their supervisor thought they shouldn’t be doing or not doing something they should be doing, there would be considerable conflict and stress.

For example: internal administrative task #12 from the survey was the delegating of authority and responsibility to departmental personnel for completion of tasks. Ninety percent of chairpersons said this was part of the job and 86.7% of supervisors agreed with the position the respective chair took. Yet on a similar task, internal administrative task #14, using committees to accomplish departmental functions, 80% of the chairs still said this was one of their tasks, but only 60% of their supervisors agreed with their perception. Could the thinking be that delegating authority to an individual holds them individually responsible while using input from a committee doesn’t necessarily hold anyone responsible. Might the perception be that of lost accountability or loss of control? Would this raise a question of conflict between concepts of leadership, participatory management, TQM, etc., all of which were mentioned in the advertisements and postings? This leads to the role conflict and role ambiguity.

Do they think they need training to do their job more effectively?

Almost half (45%) of the chairpersons responded that they felt a need for training to be able to do their job more effectively. There were seven tasks that 30% of chairs indicated needing "Considerable" training and thirty one tasks where half or more of the chairs indicated needing training.

Conclusions

There can be no "standard job description" for a chairperson due to the independence of administrative philosophies between colleges. Even within a college, there may be structures or circumstances that allow more independence and entrepreneurial activity in one department than in another. However, predicated upon an analysis of the data, the following conclusions are presented:

(1) In general, chairpersons in this study were performing tasks which they felt were important.

(2) There seems to be a lack of communication and common understanding and agreement between chairpersons and their supervisors as to specifically what tasks are expected to be performed by the chairperson. Filan's statement of, "You're lucky if you have a[n] [accurate] job description" seems to be upheld. The written job descriptions are vague, general, and incomplete except for the one collected that was written by the chairperson that reported/described what he actually did.

That six page description of duties and functions is only hinted at by the twelve line description in the job posting for the same position. (Both are included in Appendix C.)

(3) Almost half of the chairpersons indicated that they need training on one or more tasks in order to better fulfill their expectations of their job. Table 17 lists the 32 highest needs for training expressed by the chairpersons.

Several tasks are indicated as being related to more than one category (Administrative, Leadership, Curriculum). A task such as HR9a "Evaluating the performance of professional staff," involves the Administrative function of evaluation and also involves a leadership role and function. Twelve of the tasks were determined to relate to more than one of the three major categories of chairperson responsibilities and roles.

Table 17
32 highest training needs
Assigned as administrative, leadership, and curriculum related.

Task #	Task	Admin.	Leader.	Curric.
HR9a	Evaluating the performance of professional staff	X	X	
MR9	Motivating faculty and staff		X	
CUR13	Planning, implementing and evaluating the use of new instructional materials or methodologies		X	X
PD2i	Counseling and advising faculty		X	
SR8	Advising students		X	
CUR3	Establish longer term goals and objectives for curriculum and instruction	X	X	X

SR3	Development of an advising and counseling program for students	X		X
CUR5	Analyzing departmental goals and objectives in relation to the mission and goals of the college	X		X
CUR1	Establish procedures for developing goals and objectives	X	X	
MR6	Soliciting grants and outside funds for the department	X		
SR4b	Supervising ... program ... student/faculty problems and complaints		X	
PD2f	Assessing and providing feedback to staff about their performance on a regular basis	X	X	
PD2h	Providing opportunities for faculty to keep abreast of changes in their area(s)		X	X
PD1h	Presenting classroom instruction current with knowledge and technology in my field			X
CUR2	Establish short term (one year) goals and objectives for curriculum and instruction	X	X	X
SR5	Conduct reviews of departmental student policies	X		
SR4a	Supervising ... program ... student problems and complaints		X	
HR1	Identifying personnel needs for departmental programs	X		
HR8	Prepare and conduct an on going orientation program for all new personnel employed	X	X	
PD2 a	Providing seminars and workshops for staff		X	
IA17	Making decisions concerning faculty retention/release	X	X	
B6	Prepare and monitor a system for all departmental expenditures	X		
IA11	Utilizing data and statistics from the campus office of institutional research ... for planning and decision making ...	X		
HR2	Insuring that all departmental positions are described by job descriptions	X		
HR4	Review credentials of applicants for departmental positions	X		
IA1	Preparing departmental vital statistics for internal decision making	X		
SR7	Providing for student input in departmental evaluations		X	
B3b	Planning expenditures for departmental purchases of equipment	X		
B5	Prepare and explain budget requests	X		
B7	Decide priorities for expenditures	X	X	
B8	Supervise a system for monitoring expenditures	X		

HR6	Interviewing prospective faculty		X	
	Total administrative, leadership curriculum:	21	18	7

From this table it can be seen that the chairpersons expressed a need for training primarily in administrative and leadership functions and tasks.

Administrative functions and tasks such as planning, budgeting, statistics, and evaluation techniques might best be taught through training programs within the college's own business administration program or business and industry services division. Other options would be to utilize the resources at the business school at a locally accessible university or commercial management training programs.

The Leadership skills, primarily "people related" skills, involving such topics as motivation, change, communication, teams, goals, relationships, were also very high on the "needs" list. Internally at the community college level, leadership training programs may not be readily available. Utilizing the resources of a locally accessible university, a "educational leadership" program might be accessed. In Michigan, Western Michigan University in Kalamazoo (the west side of the state) delivered a Graduate program in Educational Leadership on the eastern side of the state by using student pilots in their aviation program, who needed flying

time, to fly professors across the state to deliver a program. With satellites and "distance learning," technology is delivering programs wherever they are wanted. A multitude of other programs are available locally through organizations like the Center for Creative Leadership in Greensboro and North Carolina State University in Raleigh.

The curriculum development training needs could be met through resources similar to those above - i.e. the school of education at a nearby university.

Recommendations for Community College Administrators

The first recommendation is for supervisors and chairpersons to discuss, negotiate, and come to agreement on what the job activity, requirements, and demands are. "Encourage chairs to clarify and negotiate roles with ... upper administrators." A new philosophy of management "... where people talk to each other!" as Tom Peters might say. It's not necessarily the written rules, it's the trust and understanding that will make for productivity.

One implication of the age distribution is that, assuming no other reorganization or restructuring, 36.9% of the current chairperson positions may become vacant within the next ten years from retirement alone. GTCC has posted six division chair positions and two academic dean positions in the last fourteen months.

This study showed that over half of the current chairpersons came from within the department they chair. If there is to be a qualified pool of replacement candidates available from within, colleges should consider a training program for faculty. That way when positions become vacated, a ready supply of capable candidates would be available. Rouché wrote that many chairpersons come to the position and do not have the training to be effective managers. Training programs for all faculty and then additional specific training for chairpersons may make for a better equipped, more productive, less stressed faculty.

There are numerous sources of training for managers. General management programs through organizations like the American Management Association, the Center for Creative Leadership, and Dr. Filan's organization, The National Community College Chair Academy in Mesa, Arizona which is looking for participants from North Carolina to use to expand / multiply the delivery of its programs to more community colleges.

It is recommended, based on this study, that colleges assess the specific training needs of its faculty and staff. Having assessed the specific needs, time and / or resources should be made available for training.

Part of the stated "Mission of the Community College System" is to provide training to upgrade job skills, meet career needs of individuals,

occupational training for agencies, and provide sound management practices. This could/should/does include training programs for the college's own personnel.

The specific areas of training need mentioned by chairpersons included planning, supervising, evaluating, and motivating. Over half of the chairs were interested in training on how to apply for grants. That should certainly be of interest to higher administration - unless it is conflict of philosophy / empowerment / control where all such activity is to be done by some higher level of administration. If a chairperson were to apply for and receive a grant, might they think they have power and control of the spending of that money. This becomes more than just a task and skill to do or not do, but a question of power, control, empowerment, and administrative philosophy.

Use of this study

One of the dissertations that was obtained through inter-library loan required that the reader sign inside the cover before it was released. This was the first time it had been read since being written in 1980, according to the sign out page. At present this dissertation will be distributed to twenty six people who have requested copies of the study. It is hoped by the writer that this study will foster the communication needed between chairpersons and their supervisors so as to negotiate and

arrive at a common understanding of just what their job is, what it might become, and how they might access resources to improve their skill level so as to better be equipped to perform their job.

In the original statement of purpose it was stated that the results and end product of this study are intended to assist administrators and policy makers in assessing their own colleges and make decisions as to the present roles, and what they may desire the future roles of their department chairs to be. To that end copies of this study will be distributed to every North Carolina community college and to the North Carolina Department of Community Colleges.

Recommendations for further studies

Similar studies could be done by investigating a specific college. The primary interest may be to establish a common set of tasks for chairpersons within the college and a standard realistic job description.

A study of faculty and chairperson training needs could be done to determine and address those needs at a single college.

Another area of study could be to examine a group of colleges with some common characteristic, such as size, based on FTE or student head count or number of faculty.

Another area of possible study would be exit interviews with chairpersons and/or faculty. Here it might possibly expose both positive

and negative environment factors and experiences. Then the administration could assess the environment they are creating and perpetuating and decide if they want to continue or change.

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Appendix A

Permission request for Questionnaires
Cover letters
Questionnaire

February 17, 1995

120

Dr. Alan T. Seagren
University of Nebraska - Lincoln
1210 Seaton Hall
Lincoln, NE 68588-0638

Dear Dr. Seagren,

We talked in July '94 as I was researching in preparation for starting my dissertation related to community college department chairs here at University of North Carolina Greensboro. I appreciate your assistance in then in referring me to Janet French's dissertation and I also ordered and purchased your book *Academic Leadership in Community Colleges*. I already had *The Academic Chairperson's Handbook*.

In Janet French's dissertation there is a questionnaire titled "The Department Chairperson's Perceptions of Administrative Tasks and Professional Development Needs" that indicates a copyright of 1978 by the Office of the Assistant Vice Chancellor for Program Development and Review, University of Nebraska - Lincoln. In pursuit of permission to use that instrument, The office of the Vice Chancellor for Academic Affairs directed me to you. I would like to request permission to use, in part, and / or in modified form the survey instrument in doing my dissertation involving community college department chairs in North Carolina.

In addition, your book, *Academic Leadership in Community Colleges*, also has a survey that has several questions of similar content. I am requesting permission to use, in part or in modified form, questions from that instrument from Gary Filan, National Community College Chair Academy. I would rather err in favor of asking and getting permission than wording a question to collect similar data and be accused of infringing. If you feel that you also have interest or control over that survey, I would request your permission there also.

Enclosed is a SASE for your convenience in replying.

Thank you,

Richard R. Dymmel
4401 Wild Oak Lane
Greensboro, NC 27406-8306

phone: 910/674-7564

February 17, 1995

121

Dr. Gary Filan
The National Community College Chair Academy
Mesa Community College
1833 West Southern Ave.
Mesa, AZ 85202

Dear Dr. Filan,

We talked in mid-'94 as I was researching in preparation for starting my dissertation related to community college department chairs here at University of North Carolina Greensboro. I appreciate the material you sent me and would hope that some day I might be able to attend your series.

In Seagren, Wheeler, Creswell, Miller, and VanHorn-Grassmeyer's book, *Academic Leadership in Community Colleges* (1994), there is a questionnaire titled "International Community College Chair Survey 1992." Much of the information I intent to collect will be similar to that which your instrument collected, as well as that of an instrument that came out of the University of Nebraska that I found in a dissertation done by Janet French and supervised by Dr. Seagren. I have received permission from Dr. Seagren to use that instrument, and would like to request permission to use, in part, and / or in modified form the survey instrument from The National Community College Chair Academy in doing my dissertation involving community college department chairs in North Carolina.

Enclosed is a SASE for your convenience in replying.

Thank you,

Richard R. Dymmel
4401 Wild Oak Lane
Greensboro, NC 27406-8306

phone: 910/674-7564



Department of Educational Administration
 1204 Seaton Hall
 P.O. Box 880638
 Lincoln, NE 68588-0638
 (402) 472-3726

March 2, 1995

Mr. Richard R. Dymmel
 4401 Wild Oak Lane
 Greensboro, NC 27406-8306

Dear Mr. Dymmel:

This letter is in response to your request for permission to use the questionnaire entitled "The Departmental Chairperson's Perceptions of Administrative Tasks and Professional Development Needs," copyright, 1978, and utilized in Dr. Janet French's dissertation. As the primary author of that survey, I submitted the instrument for copyright and authorize you to use this instrument. We request that you provide a copy of your results.

In addition, your inquiry requested permission to use part of the survey that was utilized in the study of community college chairs and deans the results of which are repeated in *Academic Leadership and Community College* published by the University of Nebraska Press. Dr. Filan and I have discussed your request and are in agreement to authorize you to use, in part or modified form, questions from the instrument utilized in that study. Once again we request that you provide a copy of your results of your study.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Alan T. Seagren'.

Alan T. Seagren
 Professor

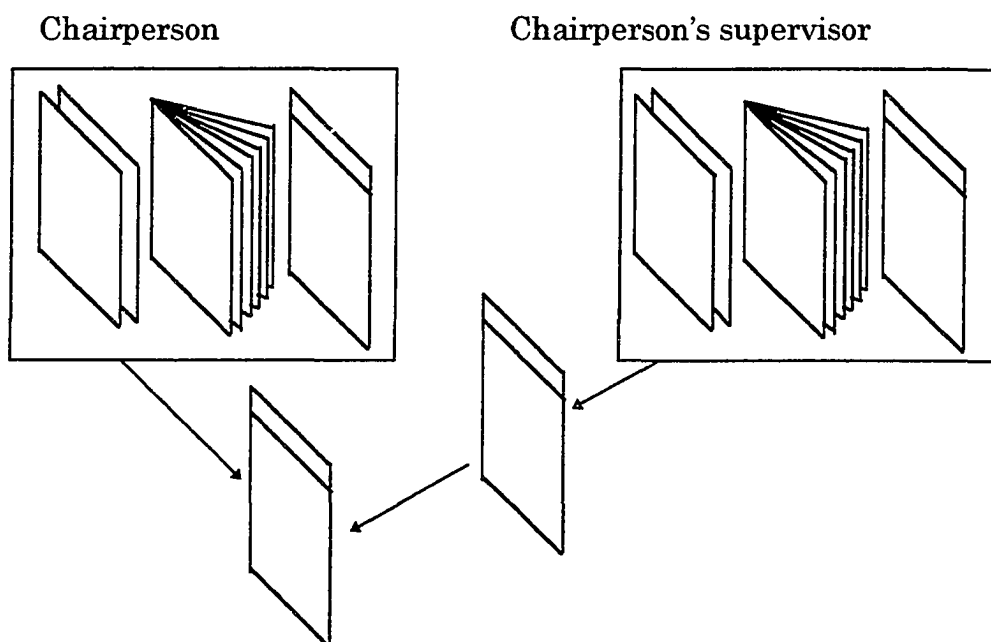
c: Dr. Gary Filan

ATS/wpc

The questionnaire is a total of 12 pages. It was printed as three 11x17 double sided pages, folded, and coated to make a booklet. Each survey will have included with it a cover letter with instructions to the chairperson or the chairperson's supervisor. A copy of a letter from the president of Guilford Technical Community College supporting the study was also included.

Each survey was identified with a number and paired, one for the chairperson and one for their. Self addressed, stamped envelopes were provided with each survey. The return envelope, letters, and survey were packaged into a larger envelope for distribution, in pairs, to the chairperson with instructions to pass the survey identified for their supervisor on to their supervisor for completion also.

Follow up letters and postcards were also sent to each participant.



Supervisor's packet was included in the total packet sent to the chairperson.

June 9, 1995

Rich Dymmel
C.C.Chair Study
4401 Wild Oak Lane
Greensboro NC 27406-8306

Home Phone:
910/674-7564
office at GTCC
910/334-5211

Fellow Colleague,

About a week ago you should have received a green survey with a postage paid return envelope. If you already sent in your survey on community college department chairs — Thank you.

There are only 29 department chairs and their corresponding supervisors that were included in the sample from four community colleges. Your survey is important to this study. There is very little published about community college department chairs so this is an opportunity to participate in a significant study.

Please return your survey to the address above as soon as possible.

If you did not receive your survey, please contact me immediately and a replacement packet will be sent to you.

June 23, 1995

A couple weeks ago I sent out packets of surveys to specific department chairs. In those packet was also the survey packet for the supervisor.

Your survey has not come back yet.

If you've filed it out and sent it off already - thank you - and just ignor this request and packet.

If you received it and just didn't get to it yet, if you could please get o it as soon as possible, it would help in being able to do the data analysis.

If you, for whatever reason, did not receive your packet, please complete the enclosed questionnaire and return.

Thanks,

Rich Dymmel

For the Department/Division Chairperson

Dear Community College Colleague,

Your college has been selected to participate in a study of community college department chairs and you have been selected as part of the sample. The topic is the job expectations of department/division chairs in community colleges and what training they feel they need in order to better accomplish their tasks.

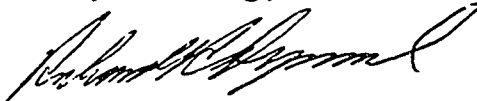
This survey is part of my dissertation. My hope is that this project is more than just my paper. The final study will be sent to participating colleges, including yours, as well as to those participants who indicate on the last page of the questionnaire. Hopefully it will be read and at least stimulate some thought on job descriptions and training and communication.

The survey doesn't take long. Test runs took less than 26 minutes. Some surveys I've been asked to participate in took over an hour and a half to complete, and they were mostly irrelevant to the community college setting. This is focused on your position in the community college. In my digging, I only found three similar studies done in the past twenty years. Your contribution and participation in this study is significant. One past study was a dissertation that I was the first to sign for and read since it was written in 1980. This study has a planned distribution that includes every community college in North Carolina, to be accessible, read, and hopefully be useful.

Confidentiality — Your answers will only be seen by me. Your name is needed to identify pairs of responses - the chairperson and their supervisor - to look at congruency of expectations. The chairperson and their supervisor should mail their questionnaires back separately in the envelopes provided to maintain privacy and confidentiality.

Please put at least your department/division, and college on both survey packets. Then send the second survey packet on to your supervisor to complete. (Some colleges supplied names and positions and some did not.)

Thank you for taking your time to contribute to this study.



Richard R. Dymmel

For the Department/Division Chairperson's Supervisor

Dear Community College Colleague,

Your college has been selected to participate in a study of community college department chairs and you have been selected as part of the sample. The topic is the job expectations of department/division chairs in community colleges and what training they feel they need in order to better accomplish their tasks.

This survey is part of my dissertation. My hope is that this project is more than just my paper. The final study will be sent to participating colleges, including yours, as well as to those participants who indicate on the last page of the questionnaire. Hopefully it will be read and at least stimulate some thought on job descriptions and training and communication.

The survey doesn't take long. Test runs took less than 26 minutes. Some surveys I've been asked to participate in took over an hour and a half to complete, and they were mostly irrelevant to the community college setting. This is focused on your position in the community college. In my digging, I only found three similar studies done in the past twenty years. Your contribution and participation in this study is significant. One past study was a dissertation that I was the first to sign for and read since it was written in 1980. This study has a planned distribution that includes every community college in North Carolina, to be accessible, read, and hopefully be useful.

Confidentiality — Your answers will only be seen by me. Your name is needed to identify pairs of responses - the chairperson and their supervisor - to look at congruency of expectations. The chairperson and their supervisor should mail their questionnaires back separately in the envelopes provided to maintain privacy and confidentiality.

Please notice the department/division chairperson for which you are asked to answer the questions.

Thank you for taking your time to contribute to this study.

Richard R. Dymmel



GUILFORD TECHNICAL COMMUNITY COLLEGE

**Main Campus
Jamestown**
P.O. Box 309
Jamestown, NC 27282
(910) 334-4822 or
(910) 454-1126

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501 West Washington St.
Greensboro, NC 27401
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J.C. Price Complex
400 West Whittington St.
Greensboro, NC 27406
(910) 334-5233

Aviation Center
260 North Regional Rd.
Greensboro, NC 27409
(910) 665-9425

**Small Business
Assistance Center**
2007 Yanceyville St.
Suite 220
Greensboro, NC 27405
(910) 334-5211

High Point Campus
901 South Main St.
High Point, NC 27260
(910) 889-4545

May, 1995

Dear Community College Colleague:

Rich Dymmel, GTCC faculty, is conducting dissertation research for the Education Department at UNCG. The research project involves assessing the role of department chairperson, expectations held by the chairperson and their supervisor, and the perceived need for training for chairpersons of select community colleges in North Carolina.

Results of the research will be helpful in addressing roles, expectations, job descriptions, and training programs for chairperson positions.

I would encourage you to take the time to participate in this important research.

Thank you,

A handwritten signature in cursive script that reads "Donald W. Cameron".

Donald W. Cameron
President

Attachment

PLEASE NOTE

Materials in this document have not been filmed at the request of the author. They are available for consultation, however, in the author's university library.

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Appendix B

Data from Questionnaires

"Chair Answers"
"Paired Data"

Appendix B contains displays of two sets of data.

Chair Answers is an assembly of answers to the questions asked about the 96 tasks and time questions in the Questionnaire supplied by the 20 chairpersons that returned the surveys.

Paired Answers is an assembly of answers to the questions asked about the 96 tasks and time questions in the Questionnaire supplied by the 15 pairs of chairpersons and their supervisors.

Answers from 20 Department/Division Chair surveys --

What do you do? What do you think is important? Do you think you need training in this area?

	C1				C2								C3				C4				Part of job?			
Survey # --	2	33	34	4	6	8	10	12	14	16	18	20	22	24	36	44	26	28	30	32	1=	2=	%	half or
Position	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	Yes	No	Yes?	more?

B1a - Analyzing expenditures for departmental purchases of supplies

Job?	1	1	1	2	2	2	1	2	2	2	2	2	1	1	1	1	1	1	1	11	9	55.0%	Yes
Important?	5	4	5	1	3	3	5	1	1	3	2	1	2	4	4	4	4	5	5	Avg for Value?	3.35		Yes
Training	2	2	3	1	1	3	1	1	1	2	1	1	1	2	2	2	1	1	1	Avg for training?	1.50		Yes

B1b - Analyzing expenditures for departmental purchases of equipment

Job?	1	1	1	2	2	2	1	2	2	2	2	1	1	1	1	2	1	1	1	12	8	60.0%	Yes
Important?	5	4	5	1	3	3	5	1	1	3	3	5	5	5	4	4	3	5	5	5	Avg. for Value?	3.75	Yes
Training	1	2	3	1	1	3	1	1	1	2	1	1	1	2	2	2	1	1	2	1	Avg. for training?	1.50	Yes

B1c - Analyzing expenditures for facilities

Job?	2	1	1	2	2	2	2	2	2	2	2	2	2	2	2	1	1	2	1	1		6	14	30.0%
Important?	5	4	5	1	2	3	4	1	1	1	1	1	1	4	1	4	5	1	5	5		Avg for Value?	2.75	Yes
Training	2	2	3	1	1	3	1	1	1	1	1	1	1	1	1	2	2	1	2	2		Avg for training?	1.50	Yes

B2a - Analyzing salary ... for academic staff

Job?	2	1	1	2	2	2	2	2	2	2	2	2	1	2	2	2	1	2	2	1
Important?	5	4	4	1	2	3	4	1	1	1	1	1	3	1	3	3	5	1	3	4
Training	2	1	2	1	1	3	1	1	1	1	1	1	2	1	1	2	2	1	3	2
	5 15 25.0%																			
	Avg. for Value? 2.55 Yes																			
	Avg. for training? 1.50 Yes																			

B2b - Analyzing salary ... for non-academic staff

Job?	2	1	1	2	2	2	2	2	2	2	2	1	2	2	2	2	2	2	1		4	16	20.0%
Important?	5	4	4	1	2	3	4	1	1	1	1	1	3	1	3	3	3	1	3	4	Avg. for Value?	2.45	
Training	2	1	2	1	1	3	1	1	1	1	1	1	2	1	1	2	1	1	3	2	Avg. for training?	1.45	

B3a - Planning expenditures for departmental purchases of supplies

Job?	1	1	1	2	2	2	1	2	1	1	2	2	2	1	1	1	1	1	1	13	7	65.0%	Yes
Important?	5	5	5	1	3	3	5	1	5	3	1	1	2	5	4	5	4	5	5	5	Avg. for Value?	3.65	Yes
Training	1	2	3	1	1	3	1	1	1	2	1	1	1	2	2	2	2	1	1	1	Avg. for training?	1.50	Yes

B3b - Planning expenditures for departmental purchases of equipment

Job?	1	1	1	2	1	2	1	1	2	2	2	1	1	1	1	1	1	1	1	1	15	5	75.0%	Yes
Important?	5	5	5	1	3	3	5	5	1	1	2	4	5	5	4	5	3	5	5	5	Avg. for Value?	3.85		Yes
Training	1	2	3	1	1	3	1	2	1	1	1	2	2	2	2	2	1	1	2	1	Avg. for training?	1.60		Yes

B3c - Planning expenditures for facilities

Job?	2	1	1	2	2	2	2	2	2	2	2	2	2	1	1	1	2	1	1	7	13	35.0%	
Important?	4	5	5	1	2	3	4	1	1	1	1	1	2	1	4	5	4	1	5	5	Avg. for Value?	2.80	Yes
Training	1	3	3	1	1	3	1	1	1	1	1	1	1	1	2	2	2	1	2	1	Avg. for training?	1.50	Yes

B4a - Planning salary ... for academic staff

Job?	2	1	1	2	2	2	2	2	2	2	2	2	1	2	2	2	2	2	2	1	4	16	20.0%
Important?	4	5	4	1	2	3	4	1	1	1	1	1	3	1	1	1	3	1	4	4	Avg for Value?	2.30	
Training	1	2	2	1	1	3	1	1	1	1	1	1	2	1	1	1	2	1	2	1	Avg for training?	1.35	

B4b - Planning salary ... for non-academic staff

Job?	2	1	1	2	2	2	2	2	2	2	2	1	2	2	2	2	2	2	1		4	16	20.0%
Important?	4	5	4	1	2	3	4	1	1	1	1	1	3	1	1	1	3	1	1	4	Avg. for Value?		2.15
Training	1	2	2	1	1	3	1	1	1	1	1	1	2	1	1	1	1	1	1	1	Avg. for training?		1.25

B5 - Prepare and explain budget requests

Job?	1	1	1	2	2	2	2	1	2	2	2	2	2	1	1	1	1	1	1	1	12	8	60.0%	Yes
Important?	5	5	5	4	3	3	4	1	1	4	3	1	3	5	5	5	4	5	5	4	Avg for Value?	375		Yes
Training	1	2	2	3	1	3	1	1	1	2	2	1	1	2	2	2	2	1	1	1	Avg for training?	160		Yes

B6 - Prepare and monitor a system for all departmental expenditures

Job?	1	1	1	2	2	2	2	2	2	2	2	2	1	1	1	1	2	1	1	1		10	10	50.0%	Yes
Important?	5	5	4	3	4	3	3	1	1	4	2	1	3	5	5	5	3	5	5	4		Avg. for Value?		3.55	Yes
Training	1	2	2	3	2	3	1	1	1	2	2	1	1	2	2	2	1	1	3	1		Avg. for training?		1.70	Yes

B7 - Decide priorities for expenditures

Job?	1	1	1	2	2	2	1	2	1	2	2	1	1	1	1	1	2	1	1	1	13	7	65.0%	Yes
Important?	5	5	4	3	4	3	5	1	5	5	3	5	4	5	4	5	3	5	5	5	Avg. for Value?	4.20	Yes	
Training	1	2	2	3	1	3	1	1	1	2	2	1	1	2	2	2	1	1	2	1	Avg. for training?	1.60	Yes	

B8 - Supervise a system for monitoring expenditures

Job?	1	1	1	2	2	2	2	2	2	2	2	2	1	1	1	1	1	2	1	2	9	11	45.0%
Important?	5	5	4	3	4	3	1	1	1	5	3	1	4	5	4	5	4	2	5	1	Avg for Value?	3.30	Yes
Training	1	2	2	3	1	3	1	1	1	2	2	1	1	2	2	2	1	1	2	1	Avg for training?	1.60	Yes

SR1 - Supervise maintenance of student files

Job?	1	2	1	1	2	2	1	1	1	1	1	1	1	2	1	2	2	2	1	13	7	65.0%	Yes
Important?	5	1	4	5	4	3	1	3	5	5	5	3	3	5	1	5	3	3	3	4	Avg. for Value?	3.55	Yes
Training	1	1	2	1	1	3	0	1	2	1	2	2	1	2	2	2	1	1	1	1	Avg. for training?	1.40	

SR2 - Make decisions concerning individual student admissions

Job?	1	2	1	1	2	2	1	2	1	2	1	2	1	1	2	1	2	2	2	1	10	10	50.0%	Yes
Important?	5	1	4	5	2	3	4	3	5	1	5	1	3	5	1	5	2	3	1	5	Avg. for Value?	3.20	Yes	
Training	1	1	2	2	1	3	2	1	2	2	2	1	1	2	1	2	1	1	1	1	Avg. for training?	1.50	Yes	

SR3 - Development of an advising and counseling program for students

Job?	1	2	2	2	2	1	2	2	1	2	1	1	1	1	2	1	2	2	1	1	10	10	50.0%	Yes
Important?	5	4	3	4	5	5	4	5	5	3	5	4	3	5	1	3	3	1	5	4	Avg for Value?	3.85	Yes	
Training	1	2	1	3	1	3	2	2	2	2	2	2	3	2	2	2	1	1	2	1	Avg for training?	1.85	Yes	

SR4a - Supervising ... program ... student problems and complaints

Job?	1	1	1	2	1	1	2	2	2	1	1	1	1	1	1	2	2	1	1	14	6	70.0%	Yes
Important?	5	4	4	4	5	5	4	3	1	5	5	4	3	4	4	4	2	1	5	4	Avg. for Value?	3.80	Yes
Training	1	3	2	3	1	3	2	2	1	1	2	2	2	2	2	1	1	1	2	1	Avg. for training?	1.75	Yes

SR4b - Supervising ... program ... student/faculty problems and complaints

Job?	1	1	1	2	1	1	2	2	2	1	1	1	1	1	1	1	2	1	1	15	5	75.0%	Yes
Important?	5	4	4	4	5	5	4	3	1	5	5	4	3	4	4	4	4	1	5	4	Avg. for Value?	3.90	Yes
Training	1	3	2	3	1	3	2	2	1	2	2	2	2	2	2	1	1	1	2	1	Avg. for training?	1.80	Yes

SR5 - Conduct reviews of departmental student policies

Job?	1	1	1	2	1	1	1	2	1	1	2	1	1	1	1	1	1	1	1	1	17	3	85.0%	Yes
Important?	5	3	5	4	5	5	4	3	5	5	3	4	2	5	4	5	3	5	4	4	Avg. for Value?	4.15	Yes	
Training	1	2	2	3	1	3	2	2	2	2	2	2	1	2	2	1	1	1	2	1	Avg. for training?	1.75	Yes	

SR6 - Prepare enrollment projections

Job?	1	1	1	2	2	1	1	2	2	2	2	2	2	1	2	1	1	2	1	2	9	11	45.0%	
Important?	5	5	4	3	4	5	5	3	1	2	3	1	2	4	1	5	3	1	5	1	Avg. for Value?	3.15	Yes	
Training	1	2	2	2	2	3	1	2	1	2	2	1	1	2	1	1	1	1	1	1	Avg. for training?	1.50	Yes	

SR7 - Providing for student input in departmental evaluations

Job?	1	1	1	1	1	2	1	2	1	1	1	1	1	1	1	1	1	1	1	1	18	2	90.0%	Yes
Important?	5	3	4	5	5	5	5	3	5	5	5	4	3	4	4	5	2	4	5	4	Avg. for Value?	4.25	Yes	
Training	1	2	2	2	1	3	2	2	2	2	2	2	1	1	2	1	1	1	1	1	Avg. for training?	1.60	Yes	

SR8 - Advising students

Job?	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	2	1	1	1	18	2	90.0%	Yes
Important?	5	5	4	5	5	5	4	5	5	3	5	5	4	5	5	5	2	5	5	5	Avg. for Value?	4.60	Yes	
Training	1	3	2	2	1	3	1	3	2	3	2	3	2	2	3	1	1	1	1	1	Avg. for training?	1.90	Yes	

SR9 - Providing for student input into departmental curricula decisions

Job?	1	1	1	2	2	1	1	2	2	2	1	1	2	1	1	1	1	2	1	1	13	7	65.0%	Yes
Important?	5	3	4	3	4	5	5	3	1	1	5	2	1	4	5	5	3	1	2	4	Avg for Value?	3.30	Yes	
Training	1	2	2	2	1	3	2	2	1	2	2	1	1	1	3	1	1	1	1	1	Avg for training?	1.55	Yes	

SR10 - Directing ... faculty-student social functions

Job?	2	1	2	2	2	1	2	2	2	2	1	2	2	1	2	2	2	2	2	2	4	16	20.0%
Important?	1	3	2	1	2	5	1	1	1	4	5	1	1	3	1	2	2	1	1	1	Avg. for Value?	1.95	
Training	1	1	1	1	1	3	1	2	1	1	2	1	1	1	1	1	1	1	1	1	Avg. for training?	1.20	

HR1 - Identifying personnel needs for departmental programs

Job?	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	19	1	95.0%	Yes
Important?	5	5	3	5	5	5	5	5	5	5	4	2	5	5	5	4	5	5	5	Avg for Value?	4.65	Yes	
Training	1	2	2	2	1	3	1	3	2	2	2	2	1	1	2	2	1	1	3	1	Avg for training?	1.75	Yes

HR2 - Insuring that all departmental positions are described by job descriptions

Job?	1	1	1	2	1	2	1	1	1	1	1	1	1	1	1	1	1	2	1	1	17	3	85.0%	Yes
Important?	5	5	4	1	5	5	5	4	5	5	5	4	2	4	5	5	4	1	5	5	Avg. for Value?	4.20	Yes	
Training	1	2	1	1	1	3	1	3	2	2	2	2	2	1	2	2	1	1	2	1	Avg. for training?	1.65	Yes	

HR3 - Utilize faculty input in the selection of departmental personnel

Job?	1	1	1	2	1	1	1	1	1	1	2	1	1	2	1	1	1	1	1	1	17	3	85.0%	Yes
Important?	5	5	4	1	4	5	5	5	5	5	5	1	3	3	1	5	5	5	5	5	Avg. for Value?	4.10	Yes	
Training	1	2	2	1	1	3	1	3	2	2	2	1	2	1	1	2	1	1	1	1	Avg. for training?	1.55	Yes	

HR4 - Review credentials of applicants for departmental positions

Job?	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	0	100.0%	Yes
Important?	3	5	4	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	4	Avg. for Value?	4.75	Yes
Training	1	2	1	2	1	3	1	3	2	1	2	2	2	1	2	2	2	1	1	1	Avg. for training?	1.65	Yes

HR5 - Recruiting new faculty

Job?	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	2	1	18	2	90.0%	Yes
Important?	5	5	5	5	5	5	5	5	4	5	3	5	3	5	5	5	5	5	5	Avg for Value?	4.75	Yes	
Training	1	2	1	2	1	3	1	3	2	1	1	1	1	1	2	2	1	1	1	Avg for training?	1.45		

HR6 - Interviewing prospective faculty

Job?	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	0	100	0%	Yes
Important?	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	3	5	5	5	Avg. for Value?	4	90		Yes
Training	1	2	1	2	1	3	1	3	2	2	2	1	1	1	2	2	1	1	2	1	Avg. for training?	1	60		Yes

HR7 - Involving faculty in final selections of new departmental faculty members

Job?	1	1	1	2	1	1	1	1	2	1	1	2	1	1	1	2	1	1	1	1	16	4	80.0%	Yes
Important?	5	3	5	3	4	5	5	5	1	5	5	1	3	3	5	4	4	5	5	5	Avg. for Value?	4.05		Yes
Training	1	2	1	2	1	3	1	3	1	2	2	1	1	1	2	2	1	1	1	1	Avg. for training?	1.50		Yes

HR8 - Prepare and conduct an on-going orientation program for all new personnel employed

Job?	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	19	1	95.0%	Yes
Important?	5	5	3	5	5	5	4	5	5	5	5	2	5	5	5	3	4	5	4		Avg. for Value?	4.50		Yes	
Training	1	3	1	1	1	3	2	3	2	1	2	2	1	1	3	2	1	1	2	2	Avg. for training?	1.75		Yes	

HR9a - Evaluating the performance of professional staff

Job?	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	1	95.0%	Yes
Important?	5	5	5	5	5	5	5	5	5	5	4	3	5	5	4	4	5	5	4	Avg for Value?	4.70		Yes	
Training	1	3	2	3	1	3	2	3	2	3	2	2	1	3	2	2	1	1	1	Avg for training?	2.00		Yes	

HR9b - Evaluating the performance of non-professional staff

Job?	1	1	1	1	2	1	1	1	1	1	2	2	2	1	1	2	2	2	1	1	13	7	65.0%	Yes
Important?	5	5	5	5	3	5	5	5	5	5	1	1	1	4	3	3	3	1	3	4	Avg for Value?	3.60	Yes	
Training	1	3	2	2	1	3	2	3	2	2	1	1	1	1	2	1	1	1	1	1	Avg for training?	1.60	Yes	

CUR1 - Establish procedures for developing goals and objectives

Job?	1	1	1	2	1	2	1	1	2	1	1	2	1	1	1	1	1	1	1	1	16	4	80.0%	Yes
Important?	5	5	5	5	4	5	5	5	1	5	5	1	3	5	4		4	5	5	5	Avg for Value?	4.32		Yes
Training	1	3	1	3	1	3	2	3	1	3	2	1	2	1	2		2	1	1	2	Avg for training?	1.84		Yes

CUR2 - Establish short term (one year) goals and objectives for curriculum and instruction

Job?	1	1	1	2	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	18	2	90.0%	Yes
Important?	5	5	5	5	4	5	5	5	5	5	5	1	3	5	4		4	5	5	4	Avg for Value?	4.47		Yes
Training	1	3	1	3	1	3	3	3	2	3	2	1	1	1	2		1	1	1	1	Avg for training?	1.79		Yes

CUR3 - Establish longer term goals and objectives for curriculum and instruction

Job?	1	1	1	2	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	18	2	90.0%	Yes
Important?	5	5	5	5	4	5	4	5	5	5	4	1	3	5	4		3	5	5	4	Avg. for Value?	4.32		Yes
Training	1	3	1	3	1	3	2	3	3	3	2	1	2	2	2		1	1	1	1	Avg. for training?	1.89		Yes

CUR4 - Establish procedures for development of curriculum guides, course descriptions, ...

Job?	1	1	1	2	1	1	1	1	1	1	1	1	1	2	1	2	1	1	1		17	3	85.0%	Yes
Important?	5	5	4	3	5	5	4	4	5	5	5	5	3	4	1		2	5	5	5	Avg. for Value?	4.21	Yes	
Training	1	3	1	2	1	3	1	2	3	3	2	2	1	1	1		1	1	1	1	Avg. for training?	1.63	Yes	

CUR5 - Analyzing departmental goals and objectives in relation to the mission and goals of the college

Job?	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	0	100.0%	Yes
Important?	5	5	5	5	5	5	4	5	5	5	5	5	3	5	4		3	5	5	4	Avg. for Value?	4.63		Yes
Training	1	3	1	2	1	3	1	2	2	3	2	3	1	2	2		1	1	2	2	Avg. for training?	1.84		Yes

CUR6 - Supervise and coordinate the selection of instructional materials and texts in the department

CRO - Supervise and coordinate the selection of instructional materials and texts in the department																								
Job?	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	19	1	95.0%	Yes
Important?	5	3	5	5	5	5	4	5	5	5	5	5	3	5	3		3	5	5	4	Avg. for Value?	4.47	Yes	
Training	1	2	1	2	1	3	1	1	2	1	2	1	1	1	2		1	1	1	1	Avg. for training?	1.37		

CUR7 - Evaluating departmental goals and objectives in relation to other departments and programs ...

Job?																								12	8	60.0%	Yes
Important?																								Avg. for Value?	3.58	Yes	
Training																								Avg. for training?	1.53	Yes	

CUR8 - Surveying community needs and interests concerning curriculum and service

Job?	1	1	1	2	1	1	2	1	2	2	2	1	1	1	1	2	1	2	2		11	9	55.0%	Yes
Important?	5	5	4	3	5	5	4	4	1	1	2	4	2	4	3		3	5	4	1	Avg. for Value?	3.42		Yes
Training	1	3	1	3	1	3	2	1	1	1	1	2	2	1	2		1	1	3	1	Avg. for training?	1.63		Yes

CUR9 - Surveying student needs and interests concerning curriculum and service

Job?	1	1	1	2	2	1	1	1	1	1	1	1	1	2	1	2	1	1	1	16	4	80.0%	Yes
Important?	5	5	4	5	4	5	4	3	5	5	5	4	2	5	1	4	3	5	5	4	Avg. for Value?	4.15	Yes
Training	1	3	1	3	1	3	1	1	3	3	2	1	2	1	1	1	1	2	2	1	Avg. for training?	1.70	Yes

CUR10 - Conducting follow-up studies of departmental graduates

GRIND - Considering review of studies of departmental graduates																				
Job?	1	1	1	2	2	1	2	1	2	2	2	2	1	2	1	2		8	12	40.0%
Important?	5	5	4	3	4	5	4	3	1	1	3	1	1	1	1	2	3	1	5	1
Training	1	3	1	3	1	3	1	1	1	1	2	1	2	1	1	1	1	1	3	1

CUR11 - Planning and developing curricular/instructional program reviews

Job?	1	1	1	2	1	1	2	1	1	2	1	2	1	2	2	1	1			13	7	65.0%	Yes
Important?	5	5	4	3	5	5	1	4	5	2	5	1	1	4	1	4	3	1	5	5	Avg. for Value?	3.45	Yes
Training	1	3	1	2	1	3	1	1	2	2	2	1	2	1	1	1	1	1	1	2	Avg. for training?	1.50	Yes

CUR12 - Supervising the use of curriculum resources, e.g. library, instructional materials, etc

CR12 - Superimposing the use of curriculum resources, e.g. library, Mathematics Materials, etc.																							
Job?	1	1	2	2	2	1	2	1	1	2	1	2	2	1	2	2	2	1	1		9	11	45.0%
Important?	5	4	2	1	2	5	4	3	5	2	5	1	1	4	1	2	2	1	4	4	Avg. for Value?	2.90	Yes
Training	1	2	1	1	1	3	1	1	2	2	2	1	1	1	1	1	1	1	1	1	Avg. for training?	1.30	

CUR13 - Planning, implementing and evaluating the use of new instructional materials or methodologies

UR 15 - Planning, implementing and evaluating the use of new instructional materials or technologies																								
Job?	1	1	1	2	2	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	17	3	85.0%	Yes
Important?	5	5	4	3	5	5	5	5	5	5	5	3	1	4	4		3	5	5	5	Avg. for Value?	4.32	Yes	
Training	1	3	1	2	1	3	3	3	2	1	2	2	1	2	2		2	2	3	1	Avg. for training?	1.95	Yes	

IA1 - Preparing departmental vital statistics for internal decision making

Job?	1	1	1	2	2	1	1	2	2	1	1	2	1	1	1	1	2	1	1	14	6	70.0%	Yes
Important?	5	3	4	3	3	5	4	3	1	5	5	1	2	4	3	4	4	1	5	3	Avg. for Value?	3.40	Yes
Training	1	2	2	2	2	3	1	1	1	2	1	1	2	2	2		2	1	2	1	Avg. for training?	1.63	Yes

IA2 - Preparing requisitions for departmental purchasing

2. Preparing requisitions for departmental purchasing																									
Job?	1	1	1	2	1	1	1	1	2	1	1	1	1	1	1	1	2	1	1	1	17	3	85.0%	Yes	
Important?	5	3	4	3	3	5	4	4	1	5	4	4	5	3	5	3	3	5	5	3	Avg. for Value?	3.85		Yes	
Training	1	3	1	2	1	3	1	1	1	1	1	2	2	1	1	1	1	1	1	1	Avg. for training?	1.35			

IA3 - Calculating space utilization needs

Job? 1 1 1 2 2 2 2 2 2 1 2 2 1 1 2 1 2 1 1 1																					10	10	50.0%	Yes
Important? 5 3 4 1 3 5 3 4 1 5 3 1 5 3 1 4 2 5 5 5																					Avg. for Value?	3.40		Yes
Training 1 2 1 2 1 3 1 2 1 1 2 1 1 1 1 1 1 1 1 1																					Avg. for training?	1.32		

IA4 - Utilizing computer services for departmental management

Choosing computer services for department management																								
Job?	1	1	1	1	1	2	1	2	2	1	1	2	1	1	1	1	1	1	1	1	15	5	75.0%	Yes
Important?	5	5	5	4	3	5	5	3	5	5	1	2	1	2	5	1	4	3	5	5	5	Avg. for Value?	3.85	Yes
Training	1	2	1	2	1	3	2	1	3	1	1	1	1	2	1		1	2	2	3	Avg. for training?	1.63	Yes	

IA5 - Developing educational specifications for new or renovated facilities

Job?	2	1	1	2	2	1	2	2	2	2	2	1	1	2	1	2	2	1	1		8	12	40.0%
Important?	3	3	5	1	3	5	4	3	1	5	5	1	3	4	1	4	3	1	5	5	Avg. for Value?	3.25	Yes
Training	1	2	1	2	2	3	1	1	1	3	2	1	2	1	1		1	1	1	2	Avg. for training?	1.53	Yes

IA6 - Analyzing the use of time by departmental faculty and staff

Job?	1	1	1	2	2	1	1	2	1	1	1	2	1	1	2	2	2	2	2	1	11	9	55.0%	Yes
Important?	5	4	4	3	2	5	5	4	1	5	5	1	3	4	1	1	3	1	1	4	Avg for Value?	3.10	Yes	
Training	1	2	1	2	1	3	1	2	1	2	2	1	2	1	1		1	1	2	1	Avg for training?	1.47		

IA7 - Assessing the operating relationships among departmental personnel, i.e. informational communication links

Assessing the working relationships among experimental personnel: P-1, international communication links																								
Job?	1	1	1	2	2	1	1	2	1	2	1	2	2	1	2	1	2	1	1	1	12	8	60.0%	Yes
Important?	5	4	4	4	3	5	5	3	1	5	5	1	1	4	1	4	3	5	5	4	Avg. for Value?	3.60	Yes	
Training	1	2	1	2	1	3	2	2	1	3	2	1	1	1	1	1	1	1	1	1	Avg. for training?	1.47		

IA8 - Preparing standard operating procedures for expediting routine departmental activities

* Preparing standard operating procedures for expediting routine departmental activities																								
Job?	1	1	1	2	1	1	1	2	1	1	1	2		2	1	1	1				14	5	73.7%	Yes
Important?	5	3	5	3	5	5	5	3	5	5	5	1	1	3	1	4	3	5	5	4	Avg. for Value?	3.80		Yes
Training	1	2	1	2	1	3	1	1	2	2	2	1	2	1	1		1	1	1	1	Avg. for training?	1.42		

IA9 - Making decisions relative to the organizational structure of the department, i.e. governance, etc.

...making decisions relative to the organizational structure of the department, i.e. governance, etc.																								
Job?	1	1	1	2	2	1	1	2	2	1	1	2	1	1	1	1	1	1	1	1	15	5	75.0%	Yes
Important?	5	3	5	3	3	5	5	3	1	5	4	1	3	4	4	4	4	5	4	4	Avg. for Value?	3.75	Yes	
Training	1	2	1	2	1	3	2	1	1	2	2	1	2	1	2		2	1	1	1	Avg. for training?	1.53	Yes	

IA10 - Directing the handling of routine office functions, i.e. correspondence, operating supplies, personnel matters, etc.

Job?	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	19	1	95.0%	Yes
Important?	5	3	4	5	5	5	5	3	3	5	5	4	4	4	3		3	5	5	3	Avg. for Value?	4.16	Yes	
Training	1	1	1	1	1	3	2	1	1	2	2	1	1	1	2		1	1	2	1	Avg. for training?	1.37		

Job?	1	1	1	2	1	2	1	2	1	1	2	1	1	1	1	1	15	5	75.0%	Yes		
Important?	5	4	5	3	5	5	3	4	5	3	1	2	5	3	4	4	4	4	4	Avg for Value?	3.89	Yes
Training	1	2	1	2	1	3	2	1	2	3	2	1	2	1	2	1	1	3	1	Avg for training?	1.68	Yes

12 Delegating authority and responsibility to departmental personnel for completion of tasks																							
Job?	1	1	1	1	1	2	1	1	1	1	2	1	1	1	1	1	1	18	2	90 0%	Yes		
Important?	5	3	5	5	5	5	5	3	5	5	5	1	5	5	5	4	5	5	4	Avg for Value?	4	47	Yes
Training	1	1	1	2	1	3	1	2	3	2	2	1	1	1	2	1	1	1	1	Avg for training?	1	47	

Job?	1	1	1	1	1	2	1	2	2	1	1	1	1	2	1	1	1	15	5	75.0%	Yes
Important?	5	3	5	5	5	5	3	1	5	2	1	1	4	5	2	5	5	4	Avg for Value?	3.74	Yes
Training	1	1	1	2	1	3	1	2	1	2	1	1	1	2	1	1	1	1	Avg for training?	1.32	

14 - Training committees relative to accomplishment of departmental functions																				
Job?	1	1	1	2	1	1	1	1	1	2	1	1	1	1	1	1	18	2	90.0%	Yes
Important?	5	5	4	3	3	5	5	3	4	5	4	1	3	3	3	4	Avg for Value?		3.79	Yes
Training	1	3	1	2	1	3	2	2	2	2	2	1	1	1	2	1	Avg. for training?		1.58	Yes

Job?	2	1	1	2	1	1	1	2	2	1	1	2	2	1	2	2	2	2	2	2		8	12	40.0%
Important?	3	4	4	3	3	5	5	4	1	3	3	1	1	3	1		3	1	5	1	Avg. for Value?	2.84	Yes	
Training	1	2	1	1	1	3	2	2	1	1	2	1	1	1	1	1	1	1	3	1	Avg. for training?	1.42		

Job?	2	1	2	2	2	2	2	2	2	2	1	2	2	1	2	1	2		
Important?	4	4	3	1	2	5	4	3	1	5	5	1	5	4	1	3	1	4	1
Training	1	2	1	1	1	3	1	1	1	3	2	1	3	1	1	1	1	2	1

6 14 30.0%

Avg. for Value? 3.00

Avg. for training? 1.47

Yes

Job?	1	1	1	1	1	1	1	2	2	2	1	2	1	1	1	1	1	1	1	
Important?	5	4	4	5	5	5	5	1	4	5	1	5	5	5		3	5	5	4	
Training	1	2	1	2	1	3	2	3	1	2	2	1	3	1	2		1	1	3	1

16 4 80.0% Yes

Avg. for Value? 4.26 Yes

Avg. for training? 1.74 Yes

Job?	1	1	1	1	2	1	1	1	2	2	2	1	1	1	1	1	1	1	14	6	70.0%	Yes		
Important?	5	2	5	3	1	5	5	3	1	5	3	1	3	3	5		3	1	2	3	Avg. for Value?		3.11	Yes
Training	1	1	1	1	1	3	1	1	1	2	2	1	3	1	2		1	1	2	1	Avg. for training?		1.42	

Job?	1	1	1	2	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	18	2	90.0%	Yes
Important?	5	5	5	3	4	5	5	5	5	5	1	5	5	5		4	5	5	4	Avg for Value?	4.53		Yes
Training	1	1	1	2	1	3	1	3	2	3	2	1	1	1	3	2	1	1	1	Avg for training?	1.63		Yes

Job?	1	1	1	2	1	1	1	1	1	1	2	1	1	1	2	2	2	15	5	75.0%	Yes		
Important?	5	5	5	3	3	5	4	5	5	5	1	3	3	5		3	1	2	1	Avg. for Value?	3.63	Yes	
Training	1	1	1	2	1	3	1	3	3	3	2	1	1	1	3		1	1	1	1	Avg. for training?	1.63	Yes

Job?	1	1	2	2	1	2	1	1	2	1	2	1	1	1	1		11	9	550%	Yes
Important?	5	4	3	3	3	3	5	4	1	5	3	1	4	5	5	3	3	2	1	Avg. for Value? 3.32 Yes
Training	1	2	1	2	1	2	2	2	1	3	2	1	1	1	3	1	1	1	1	Avg. for training? 153 Yes

Job?	1	2	2	1	1	1	1	1	1	1	1	1	2	1	2				
Important?	5	3	3	4	3	5	5	5	3	1	4	5	5		4	3	4	1	
Training	1	1	2	1	2	1	3	3	3	2	1	1	1	3		1	1	1	1

Error in printing of the questionnaire did not collect data on this question. Partial results is displayed at end of data sheets

Job?	1	1	1	1	2	1	1	2	1	1	2	2	1	1	1	1	1	1	15	5	75.0%	Yes
Important?	5	3	5	4	3	5	5	4	5	5	3	1	4	4	5	4	1	4	4	Avg. for Value?	3.89	Yes
Training	1	1	2	1	1	3	2	2	2	3	2	1	1	1	3	2	1	1	1	Avg. for training?	1.63	Yes

Job?	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	1	95.0%	Yes
Important?	5	3	5	4	4	5	5	4	5	5	4	5	4	5	5	3	1	4	Avg. for Value?	4.21	Yes
Training	1	1	2	1	1	3	1	2	2	3	2	2	1	1	3	2	1	1	Avg. for training?	1.63	Yes

PD1f - Maintaining a personal professional library with sufficient new materials

Job?	1	1	1	2	1	1	1	1	2	1	1	2	1	1	1	1	1	1	2	16	4	80.0%	Yes
Important?	5	3	5	3	3	5	5	4	1	5	2	1	2	5	5		4	5	3	1	Avg. for Value?	3.53	Yes
Training	1	1	2	3	1	3	1	2	1	3	2	1	1	1	3		1	1	1	1	Avg. for training?	1.58	Yes

PD1g - Making professional presentations at state, regional, and national conferences

Job?	1	1	1	2	2	1	1	2	2	1	1	2	2	1	1	2	2	2	2	1	10	10	50.0%	Yes
Important?	5	4	5	1	2	5	5	3	1	5	5	1	1	3	3		3	1	1	3	Avg for Value?	3.00	Yes	
Training	1	2	2	2	1	3	1	1	1	2	2	1	1	1	2		1	1	1	1	Avg for training?	1.42		

PD1h - Presenting classroom instruction current with knowledge and technology in my field

Job?	1	1	1	2	1	2	1	1	1	1	1	1	1	1	1	2	1	1	1	17	3	85.0%	Yes
Important?	5	5	5	1	5	5	5	5	5	5	5	5	5	5	5		3	5	5	5	Avg. for Value?	4.68	Yes
Training	1	3	2	2	1	2	1	3	3	3	2	1	1	2	3		1	1	1	1	Avg. for training?	1.79	Yes

PD2a - Providing seminars and workshops for staff

Job?	1	1	1	2	1	1	1	2	1	1	1	2	2	1	2		1	1	1	1		14	5	73.7%	Yes
Important?	5	5	4	2	5	5	5	5	5	5	5	1	1	4	1	4	4	5	5	4	Avg. for Value?	4.00		Yes	
Training	1	3	1	1	1	3	3	3	3	2	2	1	1	1	1	2	2	1	2	1	Avg. for training?	1.75		Yes	

PD2b - Encouraging staff attendance at professional meetings

Encouraging staff attendance at problem-solving meetings																								
Job?	1	1	1	1	1	1	1	2	1	1	2	2	1	1	1	1	1	1	1	1	17	3	85.0%	Yes
Important?	5	5	5	5	4	5	5	4	5	5	3	1	3	5	5	4	3	5	5	4	Avg. for Value?	4.30	Yes	
Training	1	3	1	1	1	3	2	2	3	2	2	1	1	1	2		1	1	1	1	Avg. for training?	1.58	Yes	

PD2c - Assisting faculty in the securing of funds for professional development activities

Job?	1	1	1	1	1	1	1	2	1	2	1	2	1	1	1	1	1	1	1	1	16	4	80.0%	Yes
Important?	5	5	5	1	5	5	5	5	5	5	5	1	1	5	3	4	3	5	5	3	Avg. for Value?	4.05	Yes	
Training	1	3	1	1	1	3	2	2	3	2	2	1	3	1	2		1	1	1	1	Avg. for training?	1.68	Yes	

PD2d - Maintaining a professional library for the department

Job?	1	2	1	2	2	1	1	2	2	1	1	2	1	1	2	1	1	1	1	2	12	8	60.0%	Yes
Important?	5	1	5	1	2	5	5	4	1	5	3	1	1	4	1	4	3	3	4	1	Avg. for Value?	2.95	Yes	
Training	1	1	1	1	1	3	1	2	1	2	2	1	2	1	1		1	1	1	1	Avg. for training?	1.32	Yes	

PD2e - Assisting faculty in research and scholarly activities

Job?	1	1	1	2	2	1	1	2	1	2	1	2	1	1	2	1	1	2	1	2	12	8	60.0%	Yes
Important?	5	3	3	1	2	5	5	4	5	3	5	1	4	3	1	4	3	1	3	1	Avg. for Value?	3.10	Yes	
Training	1	1	1	1	1	3	1	2	3	2	2	1	2	1	1		1	1	1	1	Avg. for training?	1.42		

PD2f - Assessing and providing feedback to staff about their performance on a regular basis

Job?	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	19	1	95.0%	Yes
Important?	5	4	5	5	4	5	5	5	5	5	5	5	5	5	5	4	4	5	5	4	Avg. for Value?	4.75	Yes	
Training	1	2	1	1	1	3	2	3	3	3	2	2	2	1	2		2	1	1	1	Avg. for training?	1.79	Yes	

PD2g - Providing for continuous process of inquiry and discussion about the programs of the department

Job?	1	1	1	2	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	18	2	90.0%	Yes
Important?	5	4	5	3	4	5	5	4	5	5	5	4	4	5	5	4	3	5	5	4	Avg. for Value?	4.45	Yes	
Training	1	2	1	1	1	3	2	2	3	2	2	1	1	1	3		1	1	1	1	Avg. for training?	1.58	Yes	

PD2h - Providing opportunities for faculty to keep abreast of changes in their area(s)

Job?	1	1	1	2	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	18	2	90.0%	Yes
Important?	5	4	4	1	4	5	5	5	5	5	5	4	4	5	5	4	4	5	5	5	Avg. for Value?	4.45	Yes	
Training	1	2	2	1	1	3	2	3	3	2	2	2	2	1	3		1	1	1	1	Avg. for training?	1.79	Yes	

PD2i - Counseling and advising faculty

Job?	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	1	1	1	1	1	18	2	90.0%	Yes
Important?	5	3	4	3	5	5	5	5	5	5	5	1	4	5	5	4	4	5	5	3	Avg. for Value?	4.30	Yes	
Training	1	2	2	1	1	3	3	3	3	3	2	1	3	1	3		1	1	2	1	Avg. for training?	1.95	Yes	

MR1a - Represent the department to the campus administration

Job?	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	0	100.0%	Yes
Important?	5	5	5	3	5	5	5	5	5	5	5	3	2	5	5	4	4	5	5	5	Avg. for Value?	4.55	Yes	
Training	1	3	1	1	1	3	2	2	3	2	2	1	1	1	3		2	1	1	1	Avg. for training?	1.68	Yes	

MR1b - Represent the department to the public

Job?	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	0	100.0%	Yes
Important?	5	5	5	3	4	5	5	5	5	5	5	3	2	5	5	4	4	5	5	5	Avg. for Value?	4.50	Yes	
Training	1	3	1	1	1	3	2	2	3	2	2	1	1	1	3		2	1	1	1	Avg. for training?	1.68	Yes	

MR2a - Interpreting campus goals and policies to the departmental staff and students

Job?	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	19	1	95.0%	Yes
Important?	5	5	4	3	5	5	5	4	5	5	4	1	5	4	4	4	4	5	4	3	Avg. for Value?	4.20	Yes	
Training	1	2	1	2	1	3	1	2	3	2	2	1	2	1	2		1	1	1	1	Avg. for training?	1.58	Yes	

Job?	1	1	1	2	1	1	1	1	2	1	2	1	1	1	1	1	1	1	17	3	85.0%	Yes			
Important?	5	5	4	2	5	5	5	4	5	2	4	1	5	4	3	4	3	3	Avg. for Value?	3.80		Yes			
Training	1	2	1	1	1	3	1	2	3	1	2	1	1	1	2		1	1	1	1	1	Avg. for training?	1.42		

Attends college meetings																								
Job?	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	0	100.0%	Yes	
Important?	5	4	5	5	3	5	5	4	5	5	4	4	5	5	5	4	4	5	3	3	Avg. for Value?	4	40	Yes
Training	1	1	1	1	1	3	1	1	3	1	2	1	1	1	3		1	1	1	1	Avg. for training?	1	37	

Job?	1	1	1	2	2	1	1	2	1	1	1	2	1	1	1	1	1	1	1	
Important?	4	5	5	2	3	5	5	3	5	5	5	1	5	4	5	4	3	5	4	4
Training	1	2	2	1	1	3	1	1	3	1	2	1	1	1	3		1	1	3	1

Job?	1	1	1	2	1	1	1	2	1	1	2	1	1	1	1				
Important?	5	5	4	1	4	5	5	3	5	4	3	3	5	5	1	5	4	4	4
Training	1	2	1	1	1	3	1	1	3	3	2	2	3	1	1		2	1	1

Job?	1	1	2	1	1	1	2	1	1	2	1	2	1	1	1	15	5	75	0%	Yes			
Important?	5	5	4	1	4	5	5	3	5	5	4	3	5	5	1	5	3	4	4	4	Avg for Value?	4.00	Yes
Training	1	2	1	1	1	3	1	1	3	3	2	2	3	1	1		1	1	2	1	Avg for training?	1.63	Yes

Job?	1	1	1	2	2	1	1	1	2	2	1	1	1	1	2	1	2	13	7	65.0%	Yes		
Important?	5	5	3	1	3	5	5	2	5	5	1	1	2	4	3	4	3	3	4	1	Avg. for Value?	3.25	Yes
Training	1	3	2	1	3	3	1	1	3	3	1	1	2	1	2		1	3	2	1	Avg. for training?	1.84	Yes

Job?	1	1	2	2	2	2	1	2	2	2	2	1	1	2	1	1	1	1	1	10	10	50.0%	Yes	
Important?	5	3	3	1	3	5	2	2	5	1	1	1	2	4	1	3	4	5	5	4	Avg. for Value?	3	00	Yes
Training	1	2	1	1	2	3	1	1	3	1	1	1	1	1	1		2	1	2	1	Avg. for training?	1	42	

Job?	1	1	1	1	2	1	1	1	1	1	1	2	1	1	2	1	1	1	1	1	17	3	85.0%	Yes
Important?	5	5	5	5	3	5	5	3	5	5	3	1	2	5	1	3	4	5	5	5	Avg. for Value?	4.00		Yes
Training	1	3	1	2	2	3	1	1	3	2	2	1	1	1	1		1	2	1	1	Avg. for training?	1.58		Yes

Job?	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	1	1	1	1	18	2	90.0%	Yes
Important?	5	4	5	4	5	5	5	5	5	5	5	1	5	5	5		4	5	5	Avg. for Value?	4	63	Yes
Training	1	2	2	2	1	3	1	3	3	3	3	1	2	1	3		1	2	3	Avg. for training?	2	00	Yes

Job?	1	2	1	1	2	2	1	1	1	2	1	1	2	2	1	1	1	1	2
------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Hrs teaching	Range	0 - 26	Avg	11
Hrs Administrative	Range	5 - 50	Avg	28
Paid extra?	Yes	5	No	13
Red. teach. load?	Yes	10	No	10
Avg. Red. hrs?		12		

Job?	1	1	1	1	1	1	1	6	0	100%
Important?	4	3	5	5	4	4	4	Avg. for Value?	4.2	
Training	2	1	1	1	1	1	1	Avg. for training?	1.2	

Answers from 15 PAIRS of questionnaires (Chairperson and Supervisor)
(Looking for agreement on job, importance, need for training.)

C2																																C3		C4		Part of job?	
Survey # --	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	1=	2=	Agree?				
Position	S	C	S	C	S	C	S	C	S	C	S	C	S	C	S	C	S	C	S	C	S	C	S	C	S	C	S	C	S	C	Yes	No	Yes	No			
B1a - Analyzing expenditures for departmental purchases of supplies																																					
Job?	2	2	2	2	1	2	2	1	2	2	1	2	1	2	1	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	10	5	
Important?	4	1	4	3	3	3	2	5	4	1	5	1	5	3	5	2	5	1	1	2	4	4	2	4	3	5	5	5	1	5			Agree on V	5	10		
Training	2	1	1	1	2	3	1	1	1	1	1	1	1	2	1	1	1	1	1	2	2	1	1	2	1	2	1	1	1	1			Agree on tr	15	0		
B1b - Analyzing expenditures for departmental purchases of equipment																																					
Job?	2	2	2	2	1	2	2	1	1	2	1	2	1	2	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	19	11	8	7		
Important?	4	1	4	3	3	3	2	5	5	1	5	1	5	3	5	3	5	5	5	5	5	5	4	3	5	5	5	5	5	5			Agree on V	9	6		
Training	2	1	2	1	2	3	1	1	1	1	1	1	1	2	2	1	1	1	2	1	2	2	2	1	2	1	2	2	1	1			Agree on tr	15	0		
B1c - Analyzing expenditures for facilities																																					
Job?	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	1	1	1	1			5	25	14	1	
Important?	0	1	1	2	1	3	1	4	1	1	1	1	1	1	5	1	5	1	1	1	1	4	1	5	3	1	4	5	5	5			Agree on V	8	7		
Training	1	1	1	1	1	3	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1	2	2	1	2	2	1	2			Agree on tr	13	2		
B2a - Analyzing salary ... for academic staff																																					
Job?	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	1	1	2	1	2	1	1	7	23	12	3	
Important?	1	1	1	2	1	3	1	4	4	1	1	1	3	1	5	1	5	1	4	3	2	1	4	5	3	1	2	3	4	4			Agree on V	8	7		
Training	1	1	1	1	1	3	1	1	1	1	1	1	2	1	3	1	1	1	2	2	2	1	1	2	2	1	2	3	2	2			Agree on tr	13	2		
B2b - Analyzing salary ... for non-academic staff																																					
Job?	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	2	2	1	2	1	1	5	25	12	3		
Important?	4	1	1	2	1	3	1	4	4	1	1	1	3	1	5	1	5	1	1	3	2	1	4	3	3	1	2	3	4	4			Agree on V	6	9		
Training	3	1	1	1	1	3	1	1	1	1	1	1	2	1	3	1	1	1	1	2	2	1	1	1	2	1	2	3	1	2			Agree on tr	12	3		
B3a - Planning expenditures for departmental purchases of supplies																																					
Job?	2	2	2	2	1	2	1	1	2	2	1	1	1	1	2	2	2	2	2	2	2	1	1	1	1	1	1	1	1	1			17	13	14	1	
Important?	4	1	4	3	3	3	3	5	3	1	1	5	5	3	5	1	5	1	2	2	3	5	4	4	5	5	4	5	1	5			Agree on V	6	9		
Training	2	1	1	1	1	3	1	1	1	1	1	1	2	2	3	1	1	1	1	1	1	2	2	2	2	1	2	1	1	1			Agree on tr	13	2		
B3b - Planning expenditures for departmental purchases of equipment																																					
Job?	2	2	2	1	1	2	1	1	1	1	1	2	1	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1			22	8	11	4	
Important?	4	1	4	3	3	3	3	5	4	5	1	1	5	1	5	2	5	4	5	5	3	5	4	3	5	5	4	5	5	5			Agree on V	10	5		
Training	2	1	2	1	1	3	1	1	1	2	1	1	2	1	3	1	1	2	2	2	1	2	2	1	2	1	2	2	1	1			Agree on tr	13	2		
B3c - Planning expenditures for facilities																																					
Job?	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	1	1	1	1			5	25	14	1	
Important?	1	1	1	2	1	3	1	4	1	1	1	1	1	1	5	1	5	1	1	2	1	1	1	4	5	1	4	5	5	5			Agree on V	9	6		
Training	1	1	1	1	1	3	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1	2	2	1	2	2	1	1			Agree on tr	13	2		
B4a - Planning salary ... for academic staff																																					
Job?	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	1	2	1	2	1	1	6	24	11	4		
Important?	4	1	1	2	1	3	1	4	4	1	1	1	3	1	5	1	5	1	4	3	2	1	4	3	3	1	2	4	5	4			Agree on V	6	9		
Training	2	1	1	1	1	3	1	1	1	1	1	1	2	1	3	1	2	1	1	2	1	1	2	2	2	1	2	2	2	1			Agree on tr	13	2		
B4b - Planning salary ... for non-academic staff																																					
Job?	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	1	2	2	1	2	2	4	26	11	4		
Important?	1	1	1	2	1	3	1	4	4	1	1	1	3	1	5	1	5	1	1	3	2	1	4	3	3	1	2	1	2	4			Agree on V	6	9		
Training	1	1	1	1	1	3	1	1	1	1	1	1	2	1	3	1	2	1	1	2	1	1	2	1	2	1	2	1	1	1			Agree on tr	13	2		
B5 - Prepare and explain budget requests																																					
Job?	2	2	1	2	1	2	1	1	2	2	1	2	1	2	2	2	1	2	2	1	1	1	1	1	1	1	1	1	1	1			18	12	9	6	
Important?	4	4	5	3	4	3	3	4	4	1	5	1	1	4	5	3	5	1	4	3	2	5	4	4	3	5	3	5	5	4			Agree on V	6	9		
Training	2	3	2	1	2	3	1	1	1	1	1	1	2	3	2	2	1	2	1	2	2	2	2	2	2	1	2	1	1	1			Agree on tr	15	0		
B6 - Prepare and monitor a system for all departmental expenditures																																					
Job?	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1	1	1	2	2	1	1	1	1	10	20	11	4		
Important?	4	3	2	4	1	3	2	3	5	1	1	1	1	4	5	2	5	1	4	3	2	5	4	3	3	5	4	5	3	4			Agree on V	7	8		
Training	2	3	1	2	1	3	1	1	1	1	1	1	1	2	3	2	2	1	2	1	2	2	2	1	2	1	2	3	1	1			Agree on tr	14	1		
B7 - Decide priorities for expenditures																																					
Job?	2	2	2	2	1	2	2	1	2	2	1	1	1	2	2	2	1	1	1	1	1	1	1	1	2	1	1	1	1	1			18	12	11	4	
Important?	4	3	4	4	3	3	2	5	4	1	5	5	1	5	5	3	5	5	5	4	4	5	4	3	5	5	5	5	5	5			Agree on V	11	4		
Training	2	3	1	1	2	3	1	1	1	1	1	1	1	2	3	2	2	1	2	1	2	2	2	1	2	1	2	2	1	1			Agree on tr	15	0		

B8 - Supervise a system for monitoring expenditures

Job?	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	2	2	2	1	1	1	1	2	2	1	1	1	2	9	21	12	3	
Important?	4	3	4	4	1	3	2	1	4	1	1	1	2	5	5	3	3	1	4	4	2	5	4	4	3	2	3	5	4	1	Agree on V	7	8
Training	2	3	2	1	1	3	1	1	1	1	1	1	2	2	3	2	1	1	2	1	1	2	2	1	2	1	2	2	1	1	Agree on tr	14	1

SR1 - Supervise maintenance of student files

Job?	1	1	2	2	1	2	1	1	2	1	1	1	1	1	1	2	1	1	1	2	1	2	2	2	2	1	2	1	1	19	11	10	5
Important?	5	5	1	4	3	3	2	1	3	3	5	5	2	5	5	5	1	3	5	3	1	5	1	3	3	3	4	3	3	4	Agree on V	9	6
Training	2	1	1	1	2	3	1	0	1	1	1	2	2	1	1	2	1	2	2	1	1	2	1	1	2	1	2	1	1	1	Agree on tr	15	0

SR2 - Make decisions concerning individual student admissions

Job?	1	1	2	2	2	2	2	1	1	2	1	1	1	2	1	1	2	2	2	1	2	1	2	2	2	2	2	1		13	17	8	7	
Important?	5	5	3	2	1	3	2	4	4	3	5	5	1	1	5	5	1	1	5	3	4	5	1	2	3	3	2	1	2	5	Agree on V	11		4
Training	2	2	2	1	1	3	1	2	1	1	1	2	1	2	1	2	1	1	2	1	2	2	1	1	2	1	1	1	1	1	Agree on tr	14		1

SR3 - Development of an advising and counseling program for students

Job?	2	2	2	2	2	1	2	2	2	2	2	1	1	2	1	1	2	1	1	2	1	2	2	2	2	2	1	1	1	12	18	9	6
Important?	3	4	4	5	1	5	2	4	4	5	1	5	5	3	5	5	2	4	5	3	3	5	1	3	3	1	2	5	2	4	Agree on V	4	11
Training	1	3	2	1	1	3	1	2	1	2	1	2	2	2	2	2	1	2	2	3	2	2	1	1	2	1	1	2	1	1	Agree on tr	13	2

SR4a - Supervising ... program ... student problems and complaints

Job?	1	2	2	1	2	1	2	2	2	2	2	1	1	1	1	1	2	1	2	1	2	2	2	1	2	1	1	1	1	1	
Important?	5	4	4	5	1	5	2	4	3	3	1	1	5	5	5	5	4	4	1	3	3	4	1	2	5	1	3	5	4	4	Agree on V 10 5
Training	2	3	2	1	1	3	1	2	1	2	1	1	2	1	3	2	2	2	1	2	2	2	1	1	2	1	2	2	1	1	Agree on tr 14 1

SR4b - Supervising ... program ... student/faculty problems and complaints

Job?	1	2	1	1	2	1	2	2	1	1	2	2	2	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	22	8	11	4	
Important?	5	4	5	5	1	5	2	4	4	3	1	1	5	5	5	5	4	4	4	3	3	4	4	4	5	1	3	5	4	4	Agree on V	11	4	
Training	2	3	2	1	1	3	1	2	1	2	1	1	1	2	3	2	2	2	2	2	2	2	2	2	1	2	1	2	2	1	1	Agree on tr	14	1

SR5 - Conduct reviews of departmental student policies

Consolidated view of departmental student policies																																	
Job?	2	2	1	1	2	1	1	1	2	2	1	1	1	2	1	1	1	1	2	1	1	1	1	1	1	1	1	1	20	10	11	4	
Important?	3	4	4	5	1	5	4	4	2	3	1	5	5	5	5	3	5	4	4	2	1	5	3	3	5	3	4	4	4	Agree on V	9	6	
Training	1	3	1	1	1	3	1	2	1	2	1	2	2	2	3	2	2	2	2	1	1	2	2	1	2	1	2	2	1	1	Agree on tr	13	2

SR6 - Prepare enrollment projections

Job?	2	2	2	2	1	1	2	1	1	2	2	2	1	2	1	2	1	2	2	1	2	1	2	2	1	1	1	2	13	17	6	9	
Important?	3	3	1	4	3	5	1	5	4	3	1	1	2	2	5	3	5	1	4	2	1	4	1	3	3	1	2	5	4	1	Agree on V	4	11
Training	1	2	1	2	2	3	1	1	1	2	1	1	3	2	3	2	1	1	1	1	1	2	1	1	2	1	1	1	1	1	Agree on tr	15	0

SR7 - Providing for student input in departmental evaluations

[illegible]

SR8 - Advising students

	Admiring students															Disliking students																	
Job?	2	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	1	1	1	1	2	2	1	1	1	1	1	25	5	12	3		
Important?	2	5	5	5	3	5	5	4	4	5	1	5	3	3	5	5	4	5	4	4	4	5	1	2	5	5	4	5	3	5	Agree on V	11	4
Training	1	2	2	1	2	3	1	1	1	3	1	2	3	3	3	2	1	3	2	2	2	2	1	1	2	1	1	1	1	1	Agree on tr	13	2

SR9 - Providing for student input into departmental curricula decisions

KS-7: Providing for student input into departmental curricula decisions																																	
Job?	1	2	1	2	2	1	1	1	2	2	2	2	1	2	1	1	1	1	2	1	1	1	1	2	2	1	1	1	1	19	11	10	5
Important?	4	3	5	4	1	5	3	5	3	3	1	2	1	5	5	3	2	3	1	3	4	4	3	3	1	2	2	3	4	Agree on V	11	4	
Training	2	2	2	1	1	3	1	2	1	2	1	1	3	2	2	3	2	1	1	1	1	2	1	2	1	1	1	1	1	Agree on tr	14	1	

SR10 - Directing ... faculty-student social functions

[illegible]

HR1 - Identifying personnel needs for departmental programs

Identifying personnel needs for departmental programs																													
Job?	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Important?	4	5	4	5	5	5	5	5	4	5	5	5	5	5	5	4	5	2	3	5	4	4	3	5	4	5	5	5	
Training	2	2	1	1	2	3	1	1	2	3	1	2	1	2	2	2	2	1	1	2	1	2	1	2	1	1	3	1	1

29 1 14 1

Agree on V 12 3

Agree on tr 14 1

HR2 - Insuring that all departmental positions are described by job descriptions

Job?	1	2	1	1	2	2	1	1	1	2	1	1	1	1	1	1	1	2	1	1	1	1
Important?	4	1	4	5	1	5	4	5	3	4	5	5	5	5	5	4	4	3	2	2	4	5
Training	2	1	1	1	1	3	1	1	1	3	1	2	1	2	2	2	1	2	1	2	2	1

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X3 - Utilize faculty input in the selection of departmental personnel																																	
Job?	2	2	1	1	2	1	1	1	1	2	1	1	1	1	1	2	1	1	2	1	1	1	1	1	1	1	1	1	1	23	7	10	5
Important?	1	1	5	4	1	5	5	5	4	5	1	5	2	5	5	5	4	1	5	3	1	3	3	5	3	5	4	5	5	5	Agree on V	7	8
Training	1	1	1	1	1	3	1	1	1	3	1	2	1	2	2	2	1	1	1	2	1	1	2	1	2	1	1	1	1	1	Agree on tr	13	2

Job?	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	29	1	14	1							
Important?	4	5	5	5	3	5	4	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	Agree on V	14	1				
Training	2	2	1	1	2	3	1	1	1	3	1	2	1	1	2	2	1	2	1	2	2	1	3	2	2	1	2	1	1	1	Agree on tr	14	1	

Important?	5	5	5	5	4	5	4	5	3	5	5	4	5	5	3	4	5	5	3	4	5	5	5	5	5	5	4	5	5	5	Agree on V	12	3	
Training	3	2	1	1	1	3	1	1	1	3	1	2	1	1	2	1	1	1	1	2	1	3	1	2	1	1	1	1	1	1	1	Agree on tr	12	3

[illegible]

Job?	2	2	1	1	2	1	1	1	1	1	2	2	1	1	1	1	2	1	1	2	1	2	1	1	1	1	1	1	1	22	8	11	4
Important?	2	3	5	4	1	5	5	5	3	5	1	5	5	5	5	3	1	5	3	1	3	1	4	3	5	1	5	4	5	Agree on V	7	8	
Training	1	2	1	1	1	3	1	1	1	3	1	1	1	2	2	2	1	1	1	1	1	1	1	1	2	1	1	1	1	Agree on tr	13	2	

[illegible]

Job?	2	2	1	1	2	1	1	1	2	1	2	1	1	1	1	1	2	1	1	1	1	1	1	1	1	23	7	10	5				
Important?	3	5	5	5	1	5	4	5	2	5	1	5	5	5	5	5	5	4	1	3	2	5	4	4	3	5	4	5	5	4	Agree on V	8	7
Training	1	3	2	1	1	3	1	2	1	3	1	2	1	3	2	2	1	2	1	2	1	1	2	2	2	1	2	1	1	1	Agree on tr	11	4

Job?	1	1	2	2	2	1	1	1	2	1	2	1	1	1	2	1	2	2	2	1	1	2	2	2	2	1	1	1	1	17	13	10	5
Important?	4	5	1	3	1	5	4	5	2	5	1	5	5	5	5	1	4	1	1	1	2	4	2	3	3	1	4	3	2	4	Agree on V	6	9
Training	2	2	1	1	1	3	1	2	1	3	1	2	1	2	2	1	1	1	1	1	1	2	1	2	1	2	1	1	1	1	Agree on tr	13	2

Job?	2	2	1	1	1	2	1	1	2	1	2	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	2	1	22	8	11	4	
Important?	3	5	5	4	3	5	4	5		5	1	1	5	5	5	5	5	1	5	3	2	5	4	4	3	5	3	5	2	5	Agree on V	6	9
Training	2	3	3	1	1	3	1	2	2	3	1	1	2	3	3	2	2	1	2	2	2	1	3	2	2	1	1	1	1	2	Agree on tr	13	2

Job?	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1		27	3	14	1			
Important?	3	5	5	4	3	5	4	5		5	5	5	5	5	5	5	1	5	3	3	5	4	4	3	5	4	5	5	4		Agree on V	8	7	
Training	2	3	2	1	1	3	1	3	2	3	1	2	2	3	2	2	2	1	2	1	2	1	3	1	2	1	1	1	1	1		Agree on tr	12	3

Job?	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1		27	3	14	1	
Important?	3	5	5	4	3	5	3	4		5	5	5	5	5	5	4	5	1	5	3	4	5	4	3	3	5	4	5	5	4		Agree on V	9	6
Training	2	3	3	1	1	3	1	2	2	3	1	3	3	3	2	2	2	1	2	2	2	2	3	1	2	1	1	1	2	1		Agree on tr	11	4

Job?	1	2	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	2	1	2	1	2	2	1	1	1	1	2	1	23	7	10	5	
Important?	4	3	5	5	3	5	4	4		4	1	5	5	5	5	5	5	5	4	3	1	4	3	2	5	5	5	5	2	5	Agree on V	10	5	
Training	2	2	2	1	1	3	1	1	2	2	1	3	1	3	2	2	2	2	1	1	1	1	2	1	2	1	1	1	1	1	Agree on tr	12	3	

Job?	2	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	27	3	12	3		
Important?	3	5	5	5	1	5	4	4		5	5	5	5	5	5	5	3	3	2	5	4	3	3	5	4	5	5	4	Agree on V	10	5		
Training	2	2	2	1	1	3	1	1	2	2	1	2	1	3	2	2	2	3	2	1	2	2	2	1	2	1	1	2	1	2	Agree on tr	13	2

Job?	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	2	1	1	1	1	1	2	2	1	1	1	1	1	1	26	4	13	2
Important?	5	5	4	5	1	5	4	4		5	5	5	5	3	5	1	5	5	3	3	5	2	3	5	5	5	5	4	4	Agree on V	9	6	
Training	2	2	1	1	2	3	1	1	2	1	1	2	3	1	2	2	1	1	1	1	1	2	1	2	1	1	1	1	1	Agree on tr	14	1	

Job?	2	2	1	2	1	1	1	1	1	1	1	1	1	1	2	2	2	2	1	1	1	2	2	2	2	1	1	1	2	18	12	11	4
Important?	2	4	4	3	3	5	5	4		3	5	5	5	5	5	1	1	3	1	3	2	5	2	3	3	1	3	5	5	1	Agree on V	5	10
Training	1	2	2	1	2	3	1	1	2	1	1	2	1	3	3	1	1	2	1	1	2	1	2	1	2	1	1	1	1	1	Agree on tr	13	2

Job?	1	2	1	1	1	1	1	2	2	1	1	2	2	2	2	2	2	1	2	1	1	2	1	1	2	1	2		15	15	6	9	
Important?	5	3	4	5	3	5	3	4		4	1	1	3	1	3	2	1	4	3	2	1	4	5	3	3	5	3	4	5	1	Agree on V	6	9
Training	2	3	1	1	2	3	1	2	1	1	1	1	2	1	3	1	1	2	1	2	1	1	3	1	2	1	1	3	1	1	Agree on tr	12	3

CUK-9 - Surveying student needs and interests concerning curriculum and service																																	
Job?	1	2	1	2	2	1	1	1	2	1	2	1	1	1	2	1	2	1	1	2	1	1	1	1	1		21	9	6	9			
Important?	4	5	5	4	1	5	3	4	2	3	1	5	4	5	5	5	1	4	3	2	1	5	5	3	3	5	3	5	3	4	Agree on V	8	7
Training	1	3	1	1	1	3	1	1	1	1	1	3	2	3	3	2	1	1	1	2	1	1	3	1	2	2	1	2	1	1	Agree on tr	11	4

	Job 10 - Continuing follow-up studies of departmental graduates																																
Job?	2	2	1	2	1	1	2	2	1	2	2	1	2	2	2	2	1	2	2	2	1	2	2	1	2	2		9	21	6	7		
Important?	2	3	5	4	3	5	2	4	2	3	1	1	5	1	5	3	1	1	4	1	1	1	2	3	3	1	2	5	2	1	Agree on V	8	7
Training	1	3	2	1	2	3	1	1	1	1	1	1	1	1	2	2	1	1	1	2	1	1	1	1	2	1	1	3	1	1	Agree on tr	13	2

Job?	2	2	2	1	2	1	2	2	1	2	2	1	1	2	2	1	1	2	2	1	2	2	1	2	1	2	1	14	16	3	12		
Important?	2	3	1	5	1	5	4	1	2	4	1	5	4	2	1	5	4	1	2	1	1	4	2	3	3	1	1	5	2	5	Agree on V	3	12
Training	1	2	1	1	1	3	1	1	1	1	1	2	2	2	1	2	1	1	1	2	2	1	1	1	2	1	1	1	1	2	Agree on tr	14	1

Job?	2	2	2	2	2	1	1	2	2	1	1	1	1	2	2	1	1	2	2	1	2	2	1	1	1	1	14	16	5	10			
Important?	2	1	1	2	1	5	4	4	2	3	5	5	5	2	1	5	3	1	4	1	1	4	2	2	3	1	1	4	2	4	Agree on V	6	9
Training	1	1	1	1	1	3	1	1	1	1	1	1	2	2	2	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	Agree on tr	14	1

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Job?	2	2	2	2	1	1	1	1	2	2	2	1	1	2	1	2	1	1	1	1	2	1	1	1	1										
Important?	1	3	4	3	3	5	3	4	4	3	1	1	5	5	1	5	4	1	3	2	1	4	4	4	1	1	3	5	3	3	Agree on V	9	6		
Training	1	2	2	2	1	3	1	1	1	1	1	1	1	2	1	1	1	1	1	2	1	2	3	2	2	1	1	2	1	1	Agree on tr	14	1		

Job?	2	2	1	1	2	1	1	1	1	1	2	1	1	1	1	1	1	1	2	2	1	1	1	1	2	1				
Important?	4	3	4	3	1	5	3	4	4	4	5	1	5	5	5	4	2	4	5	5	2	3	1	3	3	5	5	1	3	Agree on V 9 6
Training	1	2	1	1	1	3	1	1	1	1	1	1	1	3	1	1	2	1	2	1	1	2	1	2	1	1	1	1	1	Agree on tr 13 2

Job?	2	2	2	2	2	2	1	2	2	2	2	1	1	1	2	1	2	2	1	2	2	1	1	1	1	1	1				
Important?	3	1	1	3	1	5	3	3	2	4	1	1	5	5	5	3	4	1	3	5	1	3	1	2	3	5	3	5	4	5	Agree on V 5 10
Training	2	2	1	1	1	3	1	1	1	2	1	1	2	1	3	2	2	1	1	1	1	1	2	1	2	1	1	1	1	1	Agree on tr 14 1

Job?	1	1	1	2	1	2	2	1	2	2	2	1	1	1	1	2	2	2	1	1	1	1	1	1	1					
Important?	4	4	1	3	1	5	3	5	2	3	1	5	5	5	1	4	1	3	2	2	5	5	3	3	5	3	5			
Training	2	2	1	1	1	3	1	2	1	1	1	3	3	1	3	1	3	1	1	1	1	2	3	1	2	2	1	2	1	3

Job?	2	2	2	2	2	1	1	2	2	2	1	2	1	2	2	2	2	1	2	1	2	2	1	1	1	1	1	1	12	18	7	8		
Important?	5	1	1	3	1	5	2	4	2	3	3	1	3	5	5	4	1	4	3	1	4	1	3	3	1	3	5	5	5	Agree on V	4	11		
Training	2	2	1	2	1	3	1	1	1	1	1	1	3	3	3	2	1	1	1	2	1	1	1	1	2	1	1	1	1	2	Agree on tr	14	1	

Job?	1	2	2	2	1	1	1	2	2	1	1	1	1	1	2	1	1	1	2	1	2	1	2	1	1	20	10	9	6				
Important?	5	3	3	2	1	5	4	5	2	4	5	1	4	5	5	4	1	3	3	2	4	4	3	3	1	2	1	5	4	Agree on V	8	7	
Training	2	2	2	1	1	3	1	1	1	2	1	1	2	2	3	2	1	1	1	2	1	1	2	1	1	2	1	1	1	Agree on tr	14	1	

	1	2	2	2	2	1	1	1	2	2	2	1	1	2	1	1	2	1	1	2	1	1	1	1	1	1	1	1	1	1	18	12	9	6	
Job?	1	2	2	2	2	1	1	1	2	2	2	1	1	2	1	1	2	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Important?	4	4	1	3	1	5	3	5	2	3	1	1	5	5	5	5	4	1	3	1	2	4	3	3	3	5	4	5	4	4	Agree	on V	8	7	
Training	2	2	1	1	1	3	1	2	1	2	1	1	1	3	2	2	1	1	1	1	1	1	1	2	1	2	1	2	1	1	1	Aagree	on tr	13	2

Job?	1	2	2	1	2	1	1	1	2	2	1	1	1	1	2	1	1	1	1	1	1													
Important?	4	3	1	5	1	5	3	5	2	3	5	5	5	5	1	5	4	1	3	1	2	3	3	3	3	5	4	5	4	4		Agree on V	8	7
Training	2	2	1	1	1	3	1	1	1	1	1	2	1	2	1	2	1	1	1	2	1	1	2	1	2	1	1	1	1	1		Agree on tr	14	1

Job?	1	2	2	2	2	1	1	1	2	2	2	2	1	1	1	1	2	1	1	1	1	1	1	1									
Important?	4	3	1	3	1	5	3	5	2	3	1	1	5	5	5	4	4	1	4	3	1	4	4	5	5	2	4	4	4	Agree on V	9	6	
Training	2	2	1	1	1	3	1	2	1	1	1	1	1	2	3	2	1	1	1	2	1	1	3	2	2	1	1	1	2	1	Agree on tr	14	1

Job?	1	1	2	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1						
Important?	4	5	1	5	4	5	3	5	2	3	5	3	3	5	5	4	4	3	4	1	4	3	3	5	2	5	1	3		
Training	2	1	1	1	2	3	1	2	1	1	1	1	3	2	2	2	1	1	1	1	1	1	3	1	2	1	1	2	1	1

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Job?	1	1	1	1	2	2	1	1	2	1	2	2	1	1	1	2	1	2	1	1	2	1	1	1	1	1	1	21	9	10	5
Important?	5	5	4	5	1	5	3	5	2	3	1	1	4	5	5	2	3	1	2	4	3	2	3	5	3	5	3	4	Agree on V	7	8
Training	2	2	1	1	1	3	1	1	1	2	1	1	2	2	2	1	1	1	1	1	2	1	2	1	1	1	1	1	Agree on tr	14	1

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	52
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	ATIS - Providing clerical, financial, etc., support for departmental committees																																
Job?	2	2	2	1	2	1	2	1	2	2	2	2	1	1	2	1	2	2	2	2	1	9	21	8	7								
Important?	1	3	1	3	1	5	1	5	2	4	1	1	4	3	1	3	2	1	1	1	2	3	1	3	3	1	2	5	2	1	Agree on V	6	9
Training	1	1	1	1	1	3	1	2	1	2	1	1	2	1	1	2	1	1	1	1	1	1	1	1	2	1	1	3	1	1	Agree on tr	13	2

Job?	2	2	2	2	2	2	2	2	2	2	2	1	2	2	2	1	1	1	2	2	2	1	1	2	8	22	9	6					
Important?	5	1	1	2	1	5	1	4	2	3	1	1	4	5	1	5	2	1	3	5	1	4	3	3	3	1	1	4	4	1	Agree on V	6	9
Training	3	1	1	1	1	3	1	1	1	1	1	1	2	3	1	2	1	1	1	3	1	1	2	1	2	1	1	2	1	1	Agree on tr	12	3

[illegible]

Job?	2	1	2	2	1	1	2	1	1	1	2	2	1	2	1	2	1	2	1	2	1	1	1	1	18	12	7	8					
Important?	4	3	2	1	3	5	1	5	4	3	1	3	5	5	3	4	1	3	3	1	3	2	3	3	1	3	2	4	3	Agree on V	8	7	
Training	2	1	1	1	2	3	1	1	2	1	1	1	3	2	2	2	1	1	1	3	1	1	2	1	2	1	1	2	1	1	Agree on tr	14	1

Job?	1	2	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	1	1	1	1			
Important?	4	3	4	4	4	5	4	5	4	5	5	5	5	5	5	1	3	5	2	5	2	4	3	5	5	5	4	4	
Training	2	2	1	1	2	3	1	1	1	3	1	2	1	3	2	2	1	1	1	1	1	1	2	2	2	1	1	1	1

Job?	1	2	1	1	2	1	1	1	1	2	1	1	1	1	2	1	1	1	2	1	2	2	1	2	2	2	20	10	9	6			
Important?	3	3	4	3	1	5	3	4	4	5	1	5	4	5	5	5	5	1	2	3	2	3	2	3	3	1	3	2	3	1	Agree on V	10	5
Training	2	2	1	1	1	3	1	1	1	3	1	3	2	3	2	2	1	1	1	1	1	1	1	1	2	1	1	1	1	1	Agree on tr	12	3

Job?	1	2	1	1	2	2	1	1	2	1	1	2	1	1	2	2	1	1	2	1	1	1	2	2	2	17	13	8	7				
Important?	4	3	3	3	1	3	3	5	2	4	5	1	5	5	1	3	5	1	2	4	1	5	5	3	1	3	2	2	1	1	Agree on V	5	10
Training	2	2	2	1	1	2	1	2	1	2	1	1	1	3	1	2	1	1	1	1	1	1	3	1	2	1	1	1	1	1	Agree on tr	13	2

Job?	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	1	2	1	1	2	2	24	6	11	4
Important?	4	3	3	4	3	3	3	5	4	5	5	5	5	5	3	5	1	2	4	1	5	5	4	3	3	3	4	1	1	Agree on V	10	5	
Training	2	2	1	1	2	2	1	1	1	3	1	3	1	3	2	2	1	1	1	1	1	1	3	1	2	1	1	1	1	1	Agree on tr	11	4

Error in printing of the questionnaire did not collect data on this question. Partial results is displayed at end of data sheets.

Job?	1	2	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	2	1	1	1	1	1	25	5	10	5				
Important?	4	4	4	3	3	5	4	5	4	4	5	5	5	5	3	4	1	4	4	2	4	4	4	5	1	3	4	5	4	Agree on V	10	5		
Training	2	1	1	1	2	3	1	2	2	2	1	2	2	3	2	2	1	1	1	1	1	1	2	2	2	1	1	1	1	1	Agree on tr	15	0	

Job?	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1		29	1	14	1					
Important?	4	4	4	4	3	5	4	5	4	4	5	5	5	5	4	4	5	4	2	5	4	3	5	1	3	4	5	4		Agree on V	12	3		
Training	2	1	1	1	2	3	1	1	2	2	1	2	1	3	2	2	1	2	1	1	1	1	2	2	2	1	1	1	1	1		Agree on tr	14	1

PD1f - Maintaining a personal professional library with sufficient new materials

Job?	2	2	1	1	2	1	1	1	2	1	1	2	1	1	2	1	1	1	1	1	1	1	1	1	1	1	2	22	8	9	6		
Important?	4	3	3	3	1	5	3	5	2	4	5	1	5	5	1	2	4	1	5	2	2	5	4	4	3	5	4	3	1	1	Agree on V	7	8
Training	2	3	1	1	1	3	1	1	1	2	1	1	1	3	1	2	1	1	2	1	1	1	2	1	2	1	1	1	1	1	Agree on tr	13	2

PD1g - Making professional presentations at state, regional, and national conferences

Job?	2	2	2	2	1	1	1	1	2	2	1	2	1	1	1	1	2	2	1	2	1	1	1	2	2	2	1	2	1	1	16	14	11	4
Important?	4	1	3	2	3	5	3	5	2	3	5	1	5	5	5	5	4	1	2	1	2	3	4	3	3	1	2	1	2	3	Agree on V	9	6	
Training	2	2	1	1	2	3	2	1	1	1	1	1	1	2	3	2	1	1	1	1	1	1	2	1	2	1	1	1	1	1	Agree on tr	15	0	

PD1h - Presenting classroom instruction current with knowledge and technology in my field

Job?	2	2	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1	1	1	1	1	25	5	14	1
Important?	3	1	4	5	3	5	4	5	5	5	5	5	4	5	3	5	5	5	5	3	5	1	3	5	5	5	5	5	5	Agree on V	10	5	
Training	2	2	1	1	2	2	2	1	1	3	1	3	2	3	3	2	1	1	3	1	1	2	1	1	2	1	1	1	1	Agree on tr	12	3	

PD2 a - Providing seminars and workshops for staff

Job?	2	2	2	1	2	1	1	1	1	2	1	1	1	1	1	1	2	2	2	1	1	1	1	1	1	1	1	1	1	1	22	8	11	4
Important?	3	2	3	5	1	5	4	5	4	5	5	5	5	5	5	5	1	3	1	2	4	5	4	3	5	4	5	3	4	Agree on V	9	6		
Training	2	1	2	1	1	3	2	3	1	3	1	3	1	2	2	2	1	1	1	1	1	1	1	2	2	1	1	2	1	1	Agree on tr	12	3	

PD2b - Encouraging staff attendance at professional meetings

Job?	1	1	1	1	1	1	1	1	1	2	1	1	1	1	2	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	27	3	12	3
Important?	3	5	4	4	3	5	4	5	5	4	5	5	5	5	3	5	1	5	3	3	5	5	3	3	5	3	5	4	4	Agree on V	6	9		
Training	2	1	1	1	2	3	1	2	1	2	1	3	1	2	2	2	1	1	3	1	1	1	1	1	2	1	1	1	1	1	Agree on tr	13	2	

PD2c - Assisting faculty in the securing of funds for professional development activities

Job?	2	2	1	1	1	1	1	1	1	2	1	1	1	2	1	1	2	2	2	1	1	1	1	1	1	1	1	1	1	1	23	7	12	3
Important?	3	1	3	5	3	5	4	5	4	5	5	5	4	5	5	5	3	1	1	1	3	5	5	3	3	5	3	5	4	3	Agree on V	7	8	
Training	2	1	1	1	2	3	1	2	1	2	1	3	2	2	3	2	1	1	1	3	1	1	1	1	2	1	1	1	1	1	Agree on tr	13	2	

PD2d - Maintaining a professional library for the department

Job monitoring a professional intermediary for the experiment																																			
Job?	2	2	2	2	2	1	1	1	1	2	2	1	2	1	1	1	1	1	2	2	1	1	1	1	1	2	1	1	1	1	2	19	11	10	5
Important?	3	1	3	2	1	5	3	5	4	4	5	1	5	5	5	3	3	1	5	1	2	4	4	3	3	3	2	4	1	1	Agree on V	6	9		
Training	2	1	1	1	1	3	1	1	1	2	1	1	1	2	3	2	1	1	2	2	1	1	2	1	2	1	1	1	1	1	Agree on tr	14	1		

PD2e - Assisting faculty in research and scholarly activities

Job?	2	2	2	2	2	1	1	1	1	2	2	1	1	2	1	1	2	2	2	1	2	1	2	1	2	2	1	1	2	2	13	17	8	7
Important?	3	1	1	2	1	5	3	5	1	4	1	5	3	3	3	5	3	1	2	4	1	3	1	3	3	1	1	3	1	1	Agree on V	3	12	
Training	2	1	1	1	1	3	1	1	1	2	1	3	3	2	3	2	1	1	1	2	1	1	1	1	2	1	1	1	1	1	Agree on tr	13	2	

PD2f - Assessing and providing feedback to staff about their performance on a regular basis

Job?	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	1	14	1
Important?	4	5	4	4	3	5	5	5	2	5	5	5	5	5	4	5	4	5	3	5	5	4	5	5	4	5	5	4	Agree on V	12	3		
Training	2	1	2	1	2	3	1	2	1	3	1	3	1	3	3	2	1	2	1	2	1	1	2	2	2	1	1	1	1	Agree on tr	12	3	

PD2g - Providing for continuous process of inquiry and discussion about the programs of the department

Agree on V																														28	2	13	2
Agree on tr																														13	2		

PD2h - Providing opportunities for faculty to keep abreast of changes in their area(s)

Job? Providing opportunities for ability to keep abreast of changes in their area(s)																														26	4	13	2
Important?	3	1	4	4	4	5	4	5	5	5	5	5	5	5	5	4	5	4	3	5	5	4	3	5	3	5	5	5	Agree on V	11	4		
Training	2	1	2	1	2	3	1	2	1	3	1	3	1	2	2	2	1	2	3	2	1	1	1	1	2	1	1	1	1	Agree on tr	13	2	

PD2i - Counseling and advising faculty

Job?	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	3	12	3
Important?	4	3	4	5	1	5	5	5	4	5	5	5	4	5	5	5	5	1	4	4	3	5	5	4	3	5	4	5	5	3				Agree on V	10	5	
Training	2	1	2	1	1	3	1	3	1	3	1	3	2	3	2	2	1	1	1	3	1	1	2	1	2	1	1	2	1	1				Agree on tr	10	5	

MR1a - Represent the department to the campus administration

* Replicate the department to the sample demonstration.																																		
Job?	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	0	15	0
Important?	4	3	4	5	4	5	4	5	5	5	5	5	3	5	5	5	3	5	2	2	5	3	4	3	5	4	5	5	5	Agree on V	10	5		
Training	1	1	1	1	2	3	1	2	1	2	1	3	3	2	2	2	1	1	1	1	1	1	2	2	1	1	1	1	1	Agree on tr	14	1		

MR1b - Represent the department to the public

Job?	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	0	15	0
Important?	4	3	4	4	5	5	3	5	5	5	5	5	5	5	5	5	3	5	2	2	5	5	4	3	5	4	5	5	5	5	5	5	5	5	Agree on V	10	5
Training	1	1	2	1	2	3	1	2	1	2	1	3	1	2	2	2	1	1	1	1	1	2	2	2	1	1	1	1	1	1	1	1	1	Agree on tr	14	1	

MR2a - Interpreting campus goals and policies to the departmental staff and students

K2 - Interpreting campus goals and policies to the departmental staff and students																																				
Job?	1	1	1	1	1	1	1	1	2	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	3	12	3
Important?	3	3	5	5	3	5	3	5	2	4	1	5	5	5	5	4	5	1	3	5	2	4	3	4	3	5	4	4	5	3		Agree on V	6	9		
Training	1	2	1	1	2	3	1	1	1	2	1	3	1	2	2	2	1	1	1	2	1	1	1	1	2	1	1	1	1	1		Agree on tr	14	1		

Job?	1	2	2	1	1	1	1	1	2	1	1	1	2	1	1	1	2	1	1	1	1		22	8	7	8						
Important?	4	2	1	5	3	5	3	5	2	4	1	5	4	2	5	4	5	1	3	5	2	4	2	3	3	4	4	3	3	Agree on V	5	10
Training	1	1	1	1	2	3	1	1	1	2	1	3	2	1	2	2	1	1	1	1	1	1	1	1	2	1	1	1	1	Agree on tr	14	1

Attendance		Attendance college meetings																				Attendance											
Job?	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	0	15	0	
Important?	4	5	4	3	3	5	3	5	4	4	5	5	5	5	4	5	4	3	5	2	5	4	4	3	5	4	3	4	3	Agree on V	10	5	
Training	1	1	1	1	2	3	1	1	1	1	1	3	1	1	2	2	1	1	1	1	1	1	1	1	2	1	1	1	1	Agree on tr	14	1	

Job?	1	2	2	2	1	1	1	1	1	2	1	1	1	1	1	1	2	2	1	2	1	1	1	2	1	1	1	1	1	22	8	9	6
Important?	4	2	4	3	3	5	3	5	4	3	5	5	5	5	5	5	1	2	5	2	4	4	3	3	5	3	4	5	4	Agree on V	8	7	
Training	2	1	3	1	2	3	1	1	1	1	1	3	1	1	2	2	1	1	1	1	2	1	1	1	2	1	1	3	1	1	Agree on tr	12	3

[illegible]

Respondents' perceptions of the problems with the college administration																															
Job?	1	2	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	2	2	1	1	1	1	1	1	25	5	12	3		
Important?	5	1	4	4	3	5	4	5	4	3	5	5	5	3	4	5	3	5	2	3	5	4	3	4	5	4	Agree on V	11	4		
Training	2	1	2	1	2	3	1	1	1	1	1	3	3	3	3	2	1	2	1	3	1	1	1	1	2	1	1	Agree on tr	13	2	

Selecting grants and other funds for the experiment																																	
Job?	2	2	2	2	2	1	1	1	2	1	1	1	2	1	2	1	2	2	2	2	1	2	1	1	2	15	15	6	9				
Important?	3	1	1	3	1	5	3	5	2	2	5	5	5	5	1	2	1	4	2	4	4	1	3	3	3	2	4	1	1	Agree on V	7	8	
Training	3	1	1	3	1	3	1	1	1	1	1	3	3	3	3	1	1	1	1	2	3	1	1	1	2	3	1	2	1	1	Agree on tr	9	6

Job?	2	2	2	2	1	2	2	2	1	1	2	2	1	2	2	2	2	2	2	1	1	1	1	1	2	1	1	1	1	1	1	1	1	15	15	12	3				
Important?	1	1	3	3	3	5	1	2	4	2	1	5	3	1	1	1	2	1	5	2	3	4	4	4	3	5	4	5	2	4							Agree on V	8	7		
Training	1	1	2	2	2	3	1	1	2	1	1	3	3	1	1	1	1	1	1	1	2	1	1	2	2	1	1	2	1	1									Agree on tr	13	2

Job?	1	1	1	2	2	1	1	1	1	1	2	1	1	1	1	1	2	1	1	1	1	1	1							
Important?	5	5	3	3	1	5	3	5	4	3	1	5	5	5	5	3	5	1	5	2	3	5	2	4	3	5	4	5	2	5
Training	2	2	2	2	1	3	1	1	1	1	1	3	1	2	3	2	1	1	2	1	3	1	1	1	2	2	1	1	1	1

	Motivating healthy and safe																				Motivating healthy and safe												
Job?	1	1	1	1	2	1	1	1	1	2	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	27	3	12	3			
Important?	5	4	4	5	1	5	5	5	4	5	5	5	5	5	5	5	1	5	5	3	5	5	4	3	5	4	5	5	5	Agree on V	11	4	
Training	2	2	2	1	1	3	1	1	1	3	1	3	1	3	3	3	1	1	2	2	3	1	3	1	2	2	1	3	1	1	Agree on tr	8	7

Job?	1	1	2	2	2	2	2	1	2	1	2	1	1	2	1	1	2	2	2	2	2	1	1	1	1	1	1	2
------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Hours			
Teach	Range	0 - 26	Avg. 11
Diff.	Range	## - 26	Avg. 1
Admin.	Range	5 - 50	Avg. 25
Diff.	Range	-5 - 25	Avg. 4
Extra Pay?	Yes	5	No 8
Red.teach?	Yes	15	No 13
Agree?	Yes	11	No 4

PD1d - Attending professional meetings related to my responsibilities as department chairperson

Job?	1	1			1		1						1	1						1	1
Important?	3	5			5		5						2	4						4	4
Training	1	1			1		1						1	1						1	1

8 C 11 4

Agree on V 10 5

Agree on tr 15 0

Appendix C

Selected resources

Position advertisements
 Job postings
 Job descriptions
College Mission Statements

Position: Division Chair
Institution: Westmoreland County Community College
Location: Pennsylvania

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WESTMORELAND COUNTY COMMUNITY COLLEGE

DIVISION CHAIR
Business & Social Sciences

Applications are now being accepted for the position of Division Chair/ Business & Social Sciences at Westmoreland County Community College -- a locally-controlled public institution in Youngwood, Pennsylvania, 85 miles southeast of Pittsburgh, with an enrollment of 6,500 full- and part-time credit students.

Reporting to the Vice-President of Academic Affairs, this division chair is responsible for planning, budgeting, organizing, managing, and evaluating a wide variety of academic programs, in addition to scheduling and supervising 17 full-time faculty in addition to adjunct faculty. This position requires a master's degree (doctorate preferred). Effective communication and leadership skills are essential, in addition to a minimum of 5 years of combined administrative/teaching experience, preferably in a community college environment. At least 2 of these years should include teaching experience. Salary is commensurate with experience within a starting range of \$46,000-\$53,800. An excellent benefit program is provided.

To apply, candidates must submit a complete application package which must include a letter of interest, a current resume, a completed WCCC application (which will be provided upon receipt of a resume), college transcripts, and names and phone numbers of three (3) references. Review of applications will begin August 14, 1995, with the position remaining open until filled. Required information should be forwarded to:

Director of Human-Resources
WESTMORELAND COUNTY COMMUNITY COLLEGE
Youngwood, PA 15697 * 412/925-4080

Westmoreland County Community College is an affirmative action/equal opportunity employer.

From: The Chronicle of Higher Education, August 4, 1995
Categories: Other social sciences, Social sciences, Business and management, Professional fields, Faculty and research positions.

Position: Department Head-Natural Sciences
Institution: Shelby State Community College
Location: Tennessee

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SHELBY STATE COMMUNITY COLLEGE
Memphis, Tennessee

DEPARTMENT HEAD - NATURAL SCIENCES

Shelby State Community College is seeking applications for the position of Department Head - Natural Sciences, beginning with the 1995-96 academic year. The college is a rapidly growing multi-campus institution serving greater Memphis. The College serves approximately 7,000 students. In addition to the Associate of Arts and the Associate of Sciences programs, the College offers extensive programs that lead to the Associate of Applied Science degree and certificates.

Qualifications: This tenure track position requires a master's degree and 18 graduate hours in the teaching discipline. A doctoral degree is preferred. Two years' experience in teaching the first two years of college-level courses is required. Experience in a multi-campus environment is preferred.

Responsibilities: The Department Head, under the direction of the Dean of Arts and Sciences, is responsible for:

1. The recruitment, supervision, and evaluation of all full and part-time faculty and staff within the department.
2. Assuring the development, implementation, and maintenance of applicable educational standards and college policies.
3. Coordinating department service to students, faculty, and staff, and serving as liaison with other college departments.
4. Performance of other duties as may be required to facilitate operations of the college and enhance service to students.

The position is available as of August 15, 1995; screening, however, will begin immediately. Salary is commensurate with qualifications and includes an excellent benefits package. A letter of application, current resume, college transcripts and three letters of recommendation should be sent to: Human Resources, Shelby State Community College, P.O. Box 40568, Memphis, TN 38174-0568; telephone (901) 544-5340. If actually hired, official college transcripts will be required to complete file. AA/EOE.

From: The Chronicle of Higher Education, August 4, 1995
Categories: Science and technology, Faculty and research positions.



Cuyahoga Community College

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ACADEMIC DEANS

Cuyahoga Community College seeks to appoint nine academic Deans experienced in leading with foresight, entrepreneurial spirit, and innovation. The College will appoint three academic Deans on each of its three campuses. Each Campus will have a Dean of Liberal Arts, Dean of Health Careers/Science and Dean of Business/Technology, all reporting to the Campus Provost/Vice President. The Dean of Liberal Arts will administer the humanities, languages, literature, fine and performing arts, communications, and the behavioral and social sciences. The Dean of Health Careers/Science will administer Allied Health, the physical and life sciences and physical education. The Dean of Business/Technology will administer Mathematics, Business and Technology, including automotive, engineering and industrial and public service technologies. In addition to campus administration, one Dean in each area will also be assigned to college-wide coordination of planning, resource allocation and quality assurance for his/her area. Responsibilities: The Dean is responsible for providing the leadership and management for the area and the development, review, and evaluation of area plans, curriculum, programs, budget and resources. Qualifications: A Master's degree is required, doctorate preferred. Must hold one or more degrees in the discipline in the Dean's area. A demonstrated success in higher education academic administration at the departmental level or higher required. Teaching experience at the college level preferred. Must demonstrate commitment to student success and to enhancing teaching and learning. Community college experience in an urban/suburban environment will be given preference. Must be experienced in working with diverse populations; experience with continuous quality improvement, applications technology, and community outreach preferred.

*Note: Dean of Business/Technology, at least one appointee will hold an advanced degree in Business and one an advanced degree in Engineering/Industrial Technology.

Dean of Health Careers/Science, at least one appointee will hold credentials in a field related to Allied Health.

ASSISTANT DEANS

Cuyahoga Community College will appoint Assistant Deans to its campuses in the areas of Liberal Arts, Business/Technology and Nursing. Assistant Deans will assist the Deans of the areas with staff functions including area planning, budgets, schedules project management and college-wide coordination of area activity. Qualifications: A Master's degree required in one or more academic disciplines in the Dean's area. A demonstrated success in academic administration in higher education required. Teaching experience preferred. Community College experience will be given preference. Must be experienced in working with diverse populations. Must be experienced in staff functions supporting a major academic unit.

*Note: The Assistant Dean for Nursing will hold at least the MSN and be jointly appointed Director of Nursing college-wide.

These are administrative contract positions, competitive salaries and an attractive benefits package. Applications received by May 5, 1995 will be considered. Each applicant is required to submit a current résumé/vitae, photocopies of transcripts for earned degrees, three current employment references (from current/former supervisors) and an application for employment which will be forwarded with a letter acknowledging receipt of application materials.

Application materials should be submitted to: Assistant Director, Staffing-CHE, Cuyahoga Community College, 700 Carnegie Avenue, Cleveland, OH 44115.

Minorities, women and persons with disabilities are strongly encouraged to apply.

Cuyahoga Community College is an Affirmative Action, Equal Opportunity Institution.

KELLOGG COMMUNITY COLLEGE

Director, Barry County Center. Required: Master's degree; experience with K-12 (and/or intermediate) school district and community college operations; demonstrated academic center or off-site programming experience. Annual salary \$46,000-\$50,000. Send cover letter and résumé by April 28, 1995, to Personnel Job #561, Kellogg Community College, 450 North Avenue, Battle Creek, MI 49017.

An Equal Opportunity Employer/Educator.

Technical Education: Broward Community College, a multi-campus, urban comprehensive community college located in the Ft. Lauderdale area, is seeking an Associate Vice President for Technical Education. The College has a budget of almost \$60 million and serves in excess of 12,000 FTE students on three campuses and a downtown administrative center. The position reports to the Vice President for Academic Affairs. This position has college-wide responsibility for the coordination and enhancement of all Associate in Science degree occupational/technical programs, except those in the health sciences. The Associate Vice President for Technical Education recommends institutional policies and procedures relating to occupational/technical education and plays a leadership role in the development, marketing, promotion. Associate Vice President works closely with the campus department heads, program managers, and academic deans in devising strategies to increase the visibility of technical education in the community and to secure external funding to support occupational/technical education programs. Master's degree in an occupational/technical education discipline or related field is required. At least three years of occupational/technical education or related administrative experience is necessary. Demonstrated success in the development, promotion, and evaluation of occupational/technical education offerings is preferred. Industry experience is desirable. Teaching experience at the community college level is helpful. Applicants must possess strong communication and human relations skills and be able to influence the future direction of technical education at the College through innovative leadership. A record of successful fund raising and grant writing is desirable. Multi-campus experience is helpful. Salary Range: \$45,417-\$60,000. Résumés must be received (listing position title and #) before 3:00 p.m. by May 4, 1995 at Broward Community College, Human Resources Department, 225 E. Las Olas Boulevard, Ft. Lauderdale 33301, or call 1-800-682-3646 for an official employment application. EA/EDH

6105



ITHACA COLLEGE

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SENIOR ASSISTANT DIRECTOR FOR MULTICULTURAL RECRUITMENT AND PROGRAMMING

Ithaca College seeks a highly motivated individual to provide leadership in coordinating the multicultural recruitment efforts of the Office of Admission, serving as the central coordinator for admission campus recruitment events for students of color and advancing the involvement of current students, alumni, faculty, and other volunteers.

Primary responsibilities include actively initiating and conducting on-campus recruitment programs and coordinating related events for prospective students of color; providing leadership within the admission office for multicultural recruitment programming and planning; serving as a liaison to campus students of color organizations, the Office of Minority Affairs, and the H/EOP Office to coordinate multicultural recruitment efforts with campus programming and support services; assisting in the development of student leaders and the further development and management of an alumni of color admission volunteer program. The Senior Assistant Director will also assist in identifying funding opportunities for multicultural programming and recruitment.

Additional responsibilities include staff and volunteer training, research, interviewing prospective students, and participation in general admission recruitment activities and alumni functions and in professional activities.

Three years of admission experience with an emphasis on multicultural recruitment or the equivalent of related work experience, a bachelor's degree, and strong interpersonal, organizational, and communication skills are required. The successful candidate will be sensitive to the challenges of multicultural recruitment, committed to increasing campus diversity, and able to work effectively with all minority groups and all campus constituencies.

Applicants should submit a letter of interest, résumé, and three letters of recommendation to: Senior Assistant Director Search Coordinator, Office of Admission, Ithaca College, 100 Job Hall, Ithaca, NY 14850-7020.

ADMISSION SYSTEMS COORDINATOR

Ithaca College seeks a highly motivated individual to manage the admission computer system and database and be responsible for the creation and maintenance of documentation of system policies, procedures and standards. The Admission Systems Coordinator will assess and design workflow and write SQR programs to support the full range of recruitment activities.

The Admission Systems Coordinator will manage the further development and direction of the admission computer system and database. The coordinator will serve as liaison with the Office of Information Technology and the Associate Director for Enrollment Planning, and with these offices will research and coordinate the development of systems for the electronic transfer of data.

Additional responsibilities include admission research activities and reporting, on-going computer training for admission staff, and supervision of the Assistant Director of Admission for Research and Information.

A Bachelor's degree and progressive experience in the management of a sophisticated relational database environment and associated programming are required, along with strong supervisory, interpersonal, communication and organizational skills. Experience and familiarity with admission systems, SPSS and VAX highly desirable.

Applicants should submit a letter of interest, résumé, and three letters of recommendation to: Admission Systems Search Coordinator, Office of Admission, Ithaca College, 100 Job Hall, Ithaca, NY 14850-7020.

Ithaca College is a selective comprehensive college enrolling over 5,700 students in five schools: Humanities and Sciences; Music; Communications; Business; Health Sciences and Human Performance. Located in the Finger Lakes Region of upstate New York, the modern 600 acre campus overlooks Cayuga Lake and the city of Ithaca.

Review of candidates for both positions will begin immediately and will continue until a suitable candidate is found. Preference will be given to applications received by April 28, 1995. Ithaca College is an Equal Opportunity, Affirmative Action Employer.

East Central University

English Department Chair Rank open/tenure track. The department has fourteen faculty members and offers general education courses (composition, humanities and languages) and a multi-track major. Qualifications: Ph.D. required. Successful candidate must possess demonstrable administrative skills, academic and teaching excellence, and teaching/administrative experience at a regional university. Assignment includes teaching and administration.

Communication/News-Editorial: Instructor or assistant professor, tenure track if eligible. Teach undergraduate courses in news writing, feature writing, media ethics and law, layout and design; possible assignment in fundamentals of speech. Academic advisement and committee service required. Qualifications: Master's degree minimum requirement; some college teaching experience preferred.

To apply: Send a letter of application, résumé, unofficial transcripts, and three letters of reference to Mr. Dale Hayden, Personnel Director, East Central University, Ada, OK 74820. Application review for all positions will begin May 4 and continue until the positions are filled. Qualified women and minority group members are urged to apply. AA/EOE.



**MADONNA
UNIVERSITY**

Dean

Continuing and Professional Studies

Madonna University invites nominations and applications for experienced educator to plan, market, and implement continuing professional development programs. Doctorate in adult education or area relative to academic programs, directly related experience, exceptional interpersonal and communication skills, and documented experience in a complex organization are required. A twelve month appointment with academic rank. Submit letter, statement of education philosophy and management style, current vitae, salary history, and names, addresses and telephone numbers of five professional references to Rev. Francis S. Tebbe, OFM, Vice President for Planning, Madonna University, 36600 Schoolcraft Road, Livonia, MI 48150. For further information, call 313-591-5151. Review of applicants begins on April 15. EOE University.

DIRECTOR

Small Business Development Center

University of Wisconsin-Extension is seeking applications or nominations for the Director of the statewide Small Business Development Center program. Minimum qualifications are a master's degree, administrative or management leadership experience and understanding and success in administration of continuing, extension or adult education. Located in Madison, WI. Salary expected to be \$65,000 to \$75,000, commensurate with experience. Applications must be received no later than May 12, 1995. For application information contact Cooperative Extension Personnel, (608) 263-1945; fax (608) 262-9166. E-mail: TURNER@ADMIN.UWEX.EDU.

UWEX is an EEO/AA employer.

HOFSTRA UNIVERSITY

SCHOOL OF
EDUCATION

Anticipated Tenure Track Faculty Openings 1995-1996

Hofstra University is a comprehensive liberal arts institution located on Long Island, twenty-six miles from Manhattan. The School of Education is accredited by NCATE and serves more than 1500 graduate and baccalaureate students. The Department of Reading offers a Master's degree in Reading and Writing, the professional diploma in Reading and both the Ed.D. and Ph.D. in Reading, Language and Cognition. The following positions are currently open:

Chairperson/
Associate Professor of Reading

Candidate must possess demonstrated leadership qualities and experience coordinating a program and/or chairing a department. Emphasis on literacy processes and practices in one or more of the following areas is required: emergent literacy/family literacy, children's literature, and writing. Additionally, a strong record of research and publication with an agenda for future work, along with experience in directing doctoral dissertations is necessary. Previous administrative experience preferred.

Assistant Professor of
Reading: Literacy Specialist

This position requires emphasis on literacy processes and practices with expertise and experience in one or more of the following areas: emergent literacy/family literacy, children's literature and writing along with evidence of current and future scholarly activity.

Qualifications for both positions include an earned doctorate in Reading or related field of literacy education and demonstrated professional teaching experience in elementary/secondary schools.

All positions are effective September 1, 1995. Applicants please send a letter of application, curriculum vitae, three letter of reference, official copies of all college transcripts and samples of recent publications to: Dr. Harold J. Tanyzer, Chairperson, Department Personnel Committee, Reading Department, 102E Mason Hall, 124 Hofstra University, Hempstead, NY 11550-1090. Review of applications will begin April 24, 1995 and positions will remain open until filled. Applications from underrepresented groups are encouraged.

HOFSTRA UNIVERSITY
WE TEACH SUCCESS.

Equal Opportunity/Affirmative Action Employer

12329



**THE METROPOLITAN
COMMUNITY COLLEGE DISTRICT**
of Kansas City, Missouri

ASSOCIATE DEAN OF INSTRUCTION

The President of MAPLE WOODS COMMUNITY COLLEGE invites nominations and applications for the position of Associate Dean of Instruction. Maple Woods enrolls over 10,000 students annually and is one of the Metropolitan Community Colleges serving a four county area of metropolitan Kansas City, Missouri.

Responsible for assisting the Dean of Instruction in developing, recommending, implementing, and coordinating the instructional programs and activities of assigned areas, including development of new programs. A screening committee will be seeking evidence of the following criteria:

- Master's Degree.
- Three years' college teaching experience (preferably at a community college).
- Experience in administering instructional programs is preferred.
- Ability to organize and direct the activities of others successfully.
- Ability to form, facilitate, and promote collaborative pedagogical units.
- Ability to establish and maintain cooperative working relationships with a variety of people.
- Ability to create, plan, organize, and manage on and off campus instructional programs.
- Ability to use information technology for personal productivity, including word processing, electronic communications, and presentations.
- Familiarity with network microcomputer and mainframe computer systems and capabilities helpful.

Competitive salary and benefit package provided. Open until filled with review of applications beginning April 15, 1995.

TO APPLY: send letter of application, résumé, and copies of college transcripts (unofficial transcripts accepted) to: Human Resources Office, Metropolitan Community Colleges, 3200 Broadway, Kansas City, MO 64111. Completed MCC employment application and official transcripts will be required prior to interview.

*The Metropolitan Community College District is an
Equal Opportunity/Affirmative Action Employer.
Women & minorities are encouraged to apply.*

MiraCosta Community College **Oceanside, California**

Located along the northern coast of San Diego County, MiraCosta College is a single college district with two campuses, serving more than 9,000 credit and non-credit students.

DEAN, ACADEMIC INFORMATION SERVICES

After nearly thirty years as MiraCosta College's Dean, Learning Resources, Leland Russell has announced his retirement effective June 30, 1995. Under the general direction of the Vice President, Instruction, the Dean of Academic Information Services takes responsibility for developing and leading an information services team of faculty and staff from Learning Resources Centers and Academic Computing Services to plan, organize, and coordinate library services, academic computing, distance learning, and their applicability to the teaching/learning community.

Applications will be received until the position is filled, but submissions are especially encouraged prior to April 24, 1995, when the Search Committee will begin its review of applicants' materials.

The district offers a competitive salary plus a comprehensive package of benefits which includes employee and dependent medical and dental coverage, \$70,000 life insurance, and income-protection insurance.

APPLICATION INFORMATION: Contact the Human Resources office Job Line (619) 757-2121, ext. 8071. All inquiries, nominations, and applications will be held in the strictest of confidence.

MiraCosta College, an Equal Employment Opportunity, Affirmative Action Employer, seeks to enhance its staff diversity by specifically inviting and encouraging minorities and women to apply.



**Arapahoe
Community College**

**DEAN OF INSTRUCTION
Humanities and Social Sciences Division
(12-Month Administrative Appointment)**

Arapahoe Community College's 51-acre campus is located in Littleton, Colorado, just 15 miles south of Downtown Denver.

The Arapahoe Community College Humanities and Social Sciences Division produces 1,250 student FTE annually (18,750 student credit hours) and includes the Arts, Behavioral Sciences, Communications, Developmental Studies, Education, Humanities, and Social Sciences.

The Dean of Instruction reports directly to the Vice President for Instruction and is responsible for directing daily operations of the Division including strategic planning, division staffing and organization, program coordination, departmental budgeting, and supervising and evaluating divisional personnel. The Dean is a member of the Vice President's Instructional Council which is responsible for developing and implementing comprehensive instructional programs for the College.

JOB QUALIFICATIONS: A Master's Degree in any of the disciplines under the Humanities or Social Sciences and a combination of five years' teaching/administrative experience which included successful experience in the areas of budget and personnel management is required. Previous experience supervising a diverse work force is required. Demonstrated leadership ability and a commitment to the role of liberal arts as a part of the mission of a comprehensive community college is necessary.

Candidates with the following qualifications will be given special consideration: strong written and oral communication skills; a demonstrated ability in curriculum and program development; knowledge of current trends in higher education; the ability to maintain compliance with controlling boards and/or accreditation agencies; administration of rules and regulations in the operation of divisional instructional programs; the ability to project a strong institutional perspective, a commitment to developing a diversified work force; and sensitivity to the student as an adult learner and consumer.

STARTING DATE: July 1, 1995.

Salary is commensurate with education and experience and in accordance with the 1995-96 Administrative Salary Schedule. Arapahoe Community College offers a comprehensive fringe benefit program including health, dental, and life insurance.

APPLICATION PROCEDURES: All applicants must submit a detailed letter of application addressing the job announcement in addition to a personal résumé and College application form. References and transcripts will be required of all finalists. Only those applicants with complete files will be forwarded to the Search Committee for consideration. All materials must be received by Friday, April 14, 1995. Please call (303) 797-5720 for an Arapahoe Community College application.

SELECTION PROCEDURE: Candidates will be evaluated on the basis of their qualifications as related to the duties and responsibilities of the position. Final candidates will be invited to travel to the College, at their own expense, to interview with the Search Committee and the Vice President for Instruction.

WHERE TO APPLY:

Arapahoe Community College
Office of Human Resources
Dean of Instruction-Humanities & Social Sciences Search
2500 West College Drive
P. O. Box 9002
Littleton, CO 80160-9002

Arapahoe Community College is an EEO/AA/ADA employer.



**Chair
Department of Counseling
and Leadership
SCHOOL OF EDUCATION
(Search Re-opened)**

Winthrop University, founded in 1886, is a coeducational, comprehensive teaching university located in Rock Hill, SC 20 miles south of Charlotte, NC. Winthrop offers a broad array of undergraduate and graduate programs within four schools: Arts and Sciences, Business Administration, Education, and Visual and Performing Arts. Winthrop's distinctive mission is to offer challenging academic programs of national caliber to a high-achieving, culturally diverse, socially responsible student body of 5,100 students. Recent achievements include national recognition by U.S. News and World Report and Barron's Best Buys College Education.

The School of Education is seeking an innovative, energetic academic leader to serve as the first chair of this newly reorganized Department of Counseling and Leadership. The Department is responsible for graduate programs in counseling and educational administration. The new chair will lead efforts to secure CACREP accreditation and work with faculty to develop new academic initiatives.

This is a 10.5 month, tenure track appointment requiring senior faculty rank and beginning August 1, 1995. Candidates should have excellent teaching and scholarship credentials. A strong record of experience and teaching in counseling is preferred.

Please send a detailed letter of application, curriculum vitae, the names and contact information of five references and selected portfolio materials (e.g. syllabi, published papers, etc.) to:

Dr. John Sanders, Search Committee Chair
Office of the Dean
School of Education
Winthrop University
Rock Hill, SC 29733

Review of applications is ongoing. Applications will be received and reviewed until the position is filled.

Winthrop University is an Affirmative Action, Equal Opportunity Employer.



HUDSON COUNTY COMMUNITY COLLEGE

Hudson County Community College is currently seeking qualified professional who would welcome the challenge of building new programs in a dynamic institution committed to serving its urban population.

FULL-TIME TENURE-TRACK FACULTY POSITIONS Start Date-August 15, 1995

Instructor/Coordinator-Data Processing (#204)

Teach data processing, computer operations; programming; REG; Basic, COBOL, Pascal and Assembly. Coordinate certificate and A.A.S. program. Provide leadership for faculty in integrating instructional technology into curriculum.

Instructor/Coordinator-Human Services (#205)

Teach course in human services and sociology; supervise externships. Maintain contact with human services agencies/providers. Coordinate A.A.S. program.

Instructor/Coordinator-Mechanical/Manufacturing Engineering Technology (#206)

Teach engineering, upper level math and related courses. Maintain lab/equipment of MET program. Coordinate A.A.S. program in MET; assist in development of new programs. Floor level industrial experience necessary.

DUTIES: Teach five course (15 credits) per semester-day and evening; advise students; develop and revise course offerings; select textbooks, materials and equipment; sit on various College committees.

REQUIREMENTS: Master's degree, Ph.D preferred in specified discipline or related, plus higher ed teaching experience. Demonstrated understanding and commitment to the teaching mission of a comprehensive community college.

TO APPLY: Interested persons should send a letter of application



DEPARTMENT CHAIR

Business and Public Service, East Campus

Orlando, Florida

Valencia Community College, the fourth largest of Florida's 28 community colleges, is seeking a Department Chair to manage the instructional department of Business and Public Service on the East Campus. Valencia offers Associate in Arts and Associate in Science degrees and ranks third in the nation in the number of general education degrees awarded. The East Campus is home to modern classroom facilities, a state-of-the-art Learning Resources Center, and a 500-seat Performing Arts Center. The Chair is responsible for instruction within the department, for professional growth of department faculty, for department service to both students and community, and for helping to build a strong instructional program throughout the College. The disciplines within the department are Accounting; Office Systems Technology; Business Management, Marketing and Real Estate; Legal Assisting; Criminal Justice; and Computer Programming and Analysis.

Desired qualifications: Master's degree or higher in specific or related discipline (required), eighteen (18) graduate credit hours in a specific discipline within the department, teaching and work related experience, demonstrated knowledge of vocational and technical education.

Salary: Administrative Salary Schedule

Application deadline: 04/13/95. For information on how to apply please contact the Personnel Office at (407) 299-5000, ext 1333; 1800 S. Kirkman Road, Orlando, FL 32811. EA/EO.

VALENCIA
Community College



6/21/94

POSITION VACANCY
Guilford Technical Community College
 Human Resources Department
 PO Box 309
 Jamestown, NC 27282
 (910) 334-4822 — 454-1126, ext. 2404

ALL APPLICANTS MUST COMPLETE A GTCC APPLICATION. A RESUME MAY BE ATTACHED, BUT IS NOT A SUBSTITUTE.

DIVISION CHAIR, TRANSPORTATION

Salary: Commensurate with education and experience, plus local salary supplement. Excellent benefits.

Appointment Period: Upon hire through June 30, 1995. Renewable upon successful completion of probationary period.

Location: Jamestown Campus

SUMMARY

This position reports directly to the Vice President for Curriculum and Instructional Technology and is responsible for the following departments: Auto Body Repair, Automotive Mechanics, Automotive Technology, Automotive Service Technology, Diesel Vehicle Maintenance, Aviation Management & Career Pilot Technology, and Aviation Maintenance Technology. This person provides administrative leadership in all these areas, is accountable for the planning, organization, selection of personnel, evaluation of staff, budget management, and implementation and evaluation of the curriculums in order that students will be prepared for the entry level positions and/or advanced study of an appropriate nature. Working with Departments Heads and faculty, the Division Chair will supervise the development of curriculum standards, course content, outcomes, competencies and instructional objectives.

QUALIFICATIONS (Show these and related qualifications on application.)

- Master's degree
- Minimum of five years post-secondary teaching experience
- Minimum of five years supervisory experience
- Community College experience preferred
- Strong organizational and communications skills
- Meet SACS criteria to teach in one of the programs named above
- Ability to communicate both verbally and in writing
- Ability to encourage and practice participatory management
- Knowledge of TQM concepts, tools and techniques
- Commitment to the community college concept
- Ability to establish and maintain effective working relationships with faculty, staff and administrators

APPLICATION DEADLINE: All applications must be received in the Human Resources department by 5:00 p.m., Friday, September 30, 1994.

ALL NEW EMPLOYEES PAID BY DIRECT DEPOSIT ONLY!!
 An Affirmative Action/Equal Opportunity College



DEC 15 1994

12/09/94

POSITION VACANCY**Guilford Technical Community College**

Human Resources Department

PO Box 309

Jamestown, NC 27282

(910) 334-4822 — 454-1126, ext. 2404

ALL APPLICANTS MUST COMPLETE A GTCC APPLICATION. A RESUME MAY BE ATTACHED, BUT IS NOT A SUBSTITUTE.

DIVISION CHAIR, HEALTH AND PUBLIC SERVICES - Curriculum and Instructional Technology

Salary Range: \$39,011 - \$54,61 Actual salary based upon education and experience.

Appointment Period: Upon hire through June 30, 1995. Renewable with successful completion of probationary period.

Location: Jamestown Campus

SUMMARY

This person reports directly to the Vice President for Curriculum and Instructional Technology and is responsible for the following departments: Dental Assisting, Dental Hygiene, Emergency Medical Science, Medical Assisting, Nursing, Surgical Technology, Basic Law Enforcement Training, Criminal Justice/Protective Service, Fire Protection, Juvenile Justice, and Law Enforcement Technology. This person provides administrative leadership in all these areas, is accountable for the planning, organization, implementation and evaluation of the curriculums in order that students will be prepared for entry level positions and/or advanced study of an appropriate nature. Working with Department Heads and faculty, the Division Chair will supervise the development of curriculum standards, course content, outcomes, competencies and instructional objectives.

QUALIFICATIONS (Show these and related qualifications on application.)

- Master's degree related to one of the departments named above or meet SACS criteria to teach in one of the programs within the college.
- Minimum of five years post-secondary teaching experience
- Minimum of five years supervisory experience
- Community College experience desired
- Strong organizational skills
- Ability to communicate both verbally and in writing
- Knowledge of TQM concepts, tools and techniques
- Commitment to the community college concept
- Ability to establish and maintain effective working relationships with faculty, staff, administrators, students and advisory committees.

APPLICATION DEADLINE: Applications must be received in the Human Resources Department by 5:00 PM, Friday January 13, 1995.

ALL NEW EMPLOYEES PAID BY DIRECT DEPOSIT ONLY!!
An Affirmative Action/Equal Opportunity College



JUN 8 1995

06/02/95

POSITION VACANCY**Guilford Technical Community College**

Human Resources Department

PO Box 309

Jamestown, NC 27282

(910) 334-4822 — 454-1126, ext. 2404

ALL APPLICANTS MUST COMPLETE A GTCC APPLICATION. A RESUME MAY BE ATTACHED, BUT IS NOT A SUBSTITUTE.

DIVISION CHAIR - COMPUTER SCIENCE & ENGINEERING TECHNOLOGIES

SALARY RANGE: \$37,154 - \$52,015 Commensurate with education and experience, plus local salary supplement. Excellent benefits.

APPOINTMENT PERIOD: Upon hire through June 30, 1996. Renewable upon successful completion of probationary period.

LOCATION: Jamestown Campus

SUMMARY

This position reports directly to the Vice President for Curriculum and Instructional Technology and is responsible for computer & engineering technology related programs. This person provides administrative leadership in all these areas, is accountable for the planning, organization, selection of personnel, evaluation of staff, budget management, and implementation and evaluation of the curriculums in order that students will be prepared for the entry level positions and/or advanced study of an appropriate nature. Working with Departments Heads and faculty, the Division Chair will supervise the development of curriculum standards, course content, outcomes, competencies and instructional objectives.

QUALIFICATIONS (Show these and related qualifications on application.)

- Master's degree
- Minimum of five years post-secondary teaching experience
- Minimum of five years supervisory experience
- Community College experience preferred
- Strong organizational and communications skills
- Meet SACS criteria to teach computer & engineering technology related courses
- Ability to communicate both verbally and in writing
- Ability to encourage and practice participatory management
- Knowledge of TQM concepts, tools and techniques
- Commitment to the community college concept
- Ability to establish and maintain effective working relationships with faculty, staff and administrators

APPLICATION DEADLINE: All applications must be received in the Human Resources department by 5:00 p.m., Friday, June 30, 1995

ALL NEW EMPLOYEES PAID BY DIRECT DEPOSIT ONLY!!

An Affirmative Action/Equal Opportunity College



JUN 8 1995

POSITION VACANCY**Guilford Technical Community College**

Human Resources Department

PO Box 309

Jamestown, NC 27282

(910) 334-4822 — 454-1126, ext. 2404

06/02/95

ALL APPLICANTS MUST COMPLETE A GTCC APPLICATION. A RESUME MAY BE ATTACHED, BUT IS NOT A SUBSTITUTE.

DIVISION CHAIR - INDUSTRIAL & TRANSPORTATION TECHNOLOGIES

SALARY RANGE: \$37,154 - \$52,015 Commensurate with education and experience, plus local salary supplement. Excellent benefits.

APPOINTMENT PERIOD: Upon hire through June 30, 1996. Renewable upon successful completion of probationary period.

LOCATION: Jamestown Campus

SUMMARY

This position reports directly to the Vice President for Curriculum and Instructional Technology and is responsible for the following departments: Auto Body Repair, Automotive Mechanics, Automotive Technology, Automotive Service Technology, Diesel Vehicle Maintenance, Aviation Management & Career Pilot Technology, Aviation Maintenance Technology, Manufacturing, Construction, and Machinist. This person provides administrative leadership in all these areas, is accountable for the planning, organization, selection of personnel, evaluation of staff, budget management, and implementation and evaluation of the curriculums in order that students will be prepared for the entry level positions and/or advanced study of an appropriate nature. Working with Departments Heads and faculty, the Division Chair will supervise the development of curriculum standards, course content, outcomes, competencies and instructional objectives.

QUALIFICATIONS (Show these and related qualifications on application.)

- Master's degree
- Minimum of five years post-secondary teaching experience
- Minimum of five years supervisory experience
- Community College experience preferred
- Strong organizational and communications skills
- Meet SACS criteria to teach in one of the programs named above
- Ability to communicate both verbally and in writing
- Ability to encourage and practice participatory management
- Knowledge of TQM concepts, tools and techniques
- Commitment to the community college concept
- Ability to establish and maintain effective working relationships with faculty, staff and administrators

APPLICATION DEADLINE: All applications must be received in the Human Resources department by 5:00 p.m., Friday, June 30, 1995.

ALL NEW EMPLOYEES PAID BY DIRECT DEPOSIT ONLY!!
An Affirmative Action/Equal Opportunity College



POSITION VACANCY

Guilford Technical Community College

Human Resources Department
PO Box 309
Jamestown, NC 27282

5/16/94

(910) 334-4822 — 454-1126, ext. 2404

ALL APPLICANTS MUST COMPLETE A GTCC APPLICATION. A RESUME MAY BE ATTACHED, BUT IS NOT A SUBSTITUTE.

DIVISION CHAIR, HEALTH AND PUBLIC SERVICES - Curriculum and Instructional Technology

Salary Range: Commensurate with education and education.

Appointment Period: Upon hire through June 30, 1995. Renewable with successful completion of probationary period.

Location: Jamestown Campus

SUMMARY

This position reports directly to the Vice President for Curriculum and Instructional Technology and is responsible for the following departments: Dental Assisting, Dental Hygiene, Emergency Medical Science, Medical Assisting, Nursing, Surgical Technology, Basic Law Enforcement Training, Criminal Justice/Protective Service, Fire Protection, Juvenile Justice, and Law Enforcement Technology. This person provides administrative leadership in all these areas, is accountable for the planning, organization, selection of personnel, evaluation of staff, budget management, and implementation and evaluation of the curriculums in order that students will be prepared for entry level positions and/or advanced study of an appropriate nature. Working with Department Heads and faculty, the Division Chair will supervise the development of curriculum standards, course content, outcomes, competencies and instructional objectives.

QUALIFICATIONS (Show these and related qualifications on application.)

- Master's degree related to one of the departments named above
- Minimum of five years post-secondary teaching experience
- Minimum of five years supervisory experience
- Community College experience required
- Strong organizational and communications skills
- Meet SACS criteria to teach in one of the programs within the division
- Ability to communicate both verbally and in writing
- Ability to encourage and practice participatory management
- Knowledge of TQM concepts, tools and techniques
- Commitment to the community college concept
- Ability to establish and maintain effective working relationships with faculty, staff, and administrators

APPLICATION DEADLINE

All applications must be received in the Human Resources department by 5:00 p.m. Friday, May 27, 1994.

ALL NEW EMPLOYEES PAID BY DIRECT DEPOSIT ONLY!!

An Affirmative Action/Equal Opportunity College



07/28/95

POSITION VACANCY
Guilford Technical Community College
 Human Resources Department
 PO Box 309
 Jamestown, NC 27282
 (910) 334-4822 — 454-1126, ext. 2404

ALL APPLICANTS MUST COMPLETE A GTCC APPLICATION. A RESUME MAY BE ATTACHED, BUT IS NOT A SUBSTITUTE

DIRECTOR, SMALL BUSINESS ASSISTANCE CENTER

SALARY RANGE: \$29,110 - \$40,754 Excellent Benefits

APPOINTMENT PERIOD: Upon hire through June 30, 1996. Renewable upon successful completion of probationary period.

LOCATION: Greensboro Small Business Assistance Center and High Point Campus

JOB SUMMARY

This position reports to the Executive Director of Business and Industry Services, and is responsible for managing all facets of operating GTCC's Small Business Assistance Center in Guilford County. Responsibilities include, but are not limited to: Identifying, developing, implementing, and providing both FTE and non-FTE instruction for workshops, courses, and training programs concerning small business development, growth, and management; Providing counseling, referral information, and technical assistance in all aspects of small business and entrepreneurship; Establishing appropriate network of individuals and organizations to foster advancement of small business development; Managing and administering the daily operations of the SBAC and its facilities; locating, interviewing, and hiring qualified adjunct and part time faculty; Developing and assembling resource materials, AV aids, computers, and software designed to assist small business operation.

QUALIFICATIONS:

- BS Degree, minimum; Master's Degree preferred in business administration, marketing, accounting, education, or related field
- Minimum 3 years experience in adult training; 3-5 years management experience
- Demonstrated ability to develop and market training programs, as well as to teach adults in classes, workshops, and other programs
- Ability to work with community, government, organizations and individuals to foster support for SBAC
- Ability to recruit, develop and coordinate support staff, including volunteers, other staff, and qualified faculty
- Ability to understand, apply, and instruct business computer applications
- Knowledge of budget development and administration
- Knowledge of SBAC and DCC operating procedures
- Ability to interact harmoniously with internal and external constituents of the college

APPLICATION DEADLINE: Must be received in Human Resources Dept. by 5:00 PM, Friday, August 18, 1995.

ALL NEW EMPLOYEES PAID BY DIRECT DEPOSIT ONLY!!
 An Affirmative Action/Equal Opportunity College

GUILFORD TECHNICAL COMMUNITY COLLEGE JOB DESCRIPTION

I. Identifying Data

Job Title: Director
Small Business Assistance Center

Incumbent: Gary C. Dent

Dept./Div.: Small Business/Business and Industry

Verified by: Karin Pettit

Reports to: Executive Director, Business and Industry Services

Date: April 7, 1995

II. Work Performed

A. Job Summary

The mission of the Small Business Assistance Center Director is to create and nurture an entrepreneurial environment within Guilford County by:

1. Providing leadership, advocacy and coordination within the County in the area of small business management, technical assistance and entrepreneurial development

2. Identifying, developing and implementing traditional as well as non-traditional training programs in small business management and entrepreneurial development

3. Identifying, developing, making referrals and providing counseling in all aspects of small business operations and entrepreneurship

4. Identifying and communicating the needs of small businesses to decision makers and community leaders

5. Cooperating with and advising other organizations in advancing small business development

6. Identifying, accumulating, and making available to the small business community informational/educational resources and statistical data:

A. For identifying and exploiting business opportunities

B. For identifying and skirting business barriers

C. For developing business plans

D. For analyzing trends, impacts and results of activities

Toward the Goals of:

1. Increasing the number of small businesses starting and operating in Guilford County.
2. Increasing the survival rate of small businesses in Guilford County.
3. Increasing the number of people employed in small businesses in Guilford County.
4. Increasing the number of women and minorities owning small businesses in Guilford County.
5. Increasing the overall financial strength of small businesses in Guilford County.

The results of an effective Small Business Center include:

1. An increasing number of jobs available through small businesses
2. Diversification of the community's economic base
3. A growing number of entrepreneurs
4. Increased investment in small business start-ups
5. Increasing innovation characterized by an increasing number of patents, copyrights, licensing agreements, inventions.
6. Increasing conversion of research break-throughs into commercial applications
7. Recognition and acceptance of the Center as the focal point (Clearinghouse) in the community for small business information
8. An increasing awareness within the community of the needs of small business
9. An increasing share of community resources expended on behalf of small business
10. Increased enrollment in small business courses.
11. Increased offerings of small business courses.
12. Increased participation of business service providers through the Center.
13. An increasing share of Community College resources expended on behalf of small businesses.
14. An increasing flow of investment capital into small business start-ups.
15. Growth in jobs in the Small Business Assistance Center to support expanding programs.
16. A reduction in high-risk (gamble) business formations and the associated personal losses.
17. An increasing number of businesses in the international marketplace.

B. Duties and Responsibilities**1. Area or Program Responsibilities****a. Planning**

Needs assessment;

Financial assessment;
 instructor recruitment, selection and orientation;
 Tabloid data preparation;
 instructional materials review, ordering, receiving, inventorying and storage;
 SBA materials and audio-visuals ordering and receiving;
 direct mail brochure development and reproduction;
 securing mailing labels; direct mail processing,
 course approvals.
 Rewrite course descriptions for college catalog.

b. Organizing

1. Organizing training/ education programs
 2. Establishing and scheduling one-on-one technical assistance programs
- with SCORE
3. Coordinating and consulting with other business providers
 4. Assembling business related literature, audio-visuals, periodicals
 5. Developing and facilitating focus groups.
 6. Establishing incubator facilities
 7. Providing access to small business computers and software
 8. Developing a management assessment center
 9. Maintaining a data base of business providers
 10. Collecting and publishing information appropriate to small business operations in Guilford County
 11. Cooperative alliances
 12. Involved Advisory Committee
 13. Serving as a catalyst to marshal community resources
 14. Innovative programs, courses, workshops, teleconferences, seminars

c. Application

1. Providing access to small business computers and software
2. Developing a management assessment center
3. Maintaining a data base of business providers
4. Collecting and publishing information appropriate to small business operations in Guilford County
5. Cooperative alliances
6. Involved Advisory Committee
7. Serving as a catalyst to marshal community resources
8. Innovative programs, courses, workshops, teleconferences, seminars
9. Supervision of full-time and part-time instructors, maintenance of audit trail, coordinating/ supervision of on-going classes. Monitoring quality of delivery, compliance with laws and regulations, interaction with students, instructors, materials follow-up, attendance records and assessment, fee collection and accounting, parking decals, AV materials and equipment, student feed-back and requests, specialized materials for individual student support, facility access, furnishings, guest speaker

follow-up, marketing, course evaluation, certificates, reports to SBA, DCC, GTCC; CLU, veteran and handicapped considerations, instructing.

10. Program Administration - Budgeting and budget revisions, decision packages, purchasing, payroll and finance, book store, LRC, staff meetings, curriculum development, VP meetings, monthly activity and financial reports, budget transfer requests, policy manual updates, keeping current on today, advisory committee, goal setting, planning, selling, image building, gaining recognition for the program, special reports to keep others informed, celebrations, resume review, personnel advertising, medical insurance, management manual updates, develop international business center.

d. Records and Evaluation

Accurate records are to be maintained for class attendance, monies handled, and daily office duties. Evaluation of each course will be requested of students at the end of the quarter.

2. Administration

Office Administration - Supervision, phone, mail, equipment and facility planning and maintenance, Housekeeping, secretary interaction, daily "to-do" planning, SCORE/ACE counseling and reports, Equipment inventory, vending machines, interaction with other auto body, brick laying, student referrals, security, signage, work-study student interactions, personnel evaluations, job descriptions, overtime, SBAC policy manual preparation and updates, courier.

a. Reports

Maintaining data for annual, quarterly and monthly reports as required by the Department of Community Colleges, GTCC, and other organizations involved with small businesses.

b. Financial Responsibility

1. Budget-determining needs of Small Business Assistance Center on quarterly and annual basis and staying within confines of budget limitations
2. Control-maintaining constant surveillance of budget expenditures to stay within limits of individual accounts
3. Accountability-substantiating expenditures as being necessary and important to effectiveness of Small Business Assistance Center and its needs

c. Student Relations

1. Availability

Being available to students on an individual as well as classroom basis. Encouraging students to grow and develop in all areas possible as well as in their own fields of interest.

2. Counseling - Phone counseling, face-to-face counseling, Turn-Around Counseling (In-house and on-site).

d. Public Relations

Maintaining good relations with all media as well as organizations that we have alliances with, including SCORE/ACE Chapters, NC White House Conference, Greensboro and High Point Chambers of Commerce, City and County Governments, planning departments, SBA, Department of Community Colleges, other small business centers, federal and state government agencies, public libraries, universities and colleges, IRS, entrepreneurial councils, trade associations, computer user groups, SBDTC, small business incubator committee, Triad Minority Supplier Development Council, Triad Minority Business Development Center, presentations in high schools, etc.

e. Institutional Support

Serving on Committees, attending division meetings and All Personnel Meetings, NC DCC interaction and support, referrals to other GTCC departments, schedule distribution.

3. Professional Development**a. Education**

Continued study at universities and colleges to enrich knowledge in small business and educational arenas and pursue higher degrees.

b. Technical

Workshops, conferences, seminars, work-release, ASTD. Also keeping current through books, pamphlets, video tapes, films, slides, computer software, statistical data, census data, community data, planning documents, SBA literature, manuals, client statistics, traffic counts.

4. Special Conditions

Identifying areas of training need, developing and administering competency based courses, workshops, seminars and conferences, class scheduling, promotion and marketing of the curriculum, advising and registering students, participating in staff and

planning meetings, serving on assigned committees, counseling with students and part-time instructors, applying for grants and other sources of financial assistance. Assisting with training and support of part-time instructors, improving instructional design, monitoring student progression, refining and developing the curriculum, compiling and submitting reports and budgets, managing finances, purchasing, assembling and maintaining instructional materials, supplies and equipment; internationalizing the curriculum, maintaining the small business resource center, maintaining furnishings, facilities and equipment.

III. Minimum Qualifications

A. Knowledge, Skills and Abilities

Know and understand the small business entrepreneurial personality and relate instruction style. Use community resources to support the curriculum. Interrelate skills with community organizations in coordination of program. Counseling skills, both for academic counseling and small business counselling. Writing, research and presentation skills. Understanding of training and development techniques. Audio-visual skills and records management skills. Ability to plan, make work assignments, coordinate, coach, supervise, evaluate the progress of others. Ability to deal effectively with ambiguity, multiple assignments, interruptions, imperfections, institutional policy and procedures. Ability to establish and maintain good working relationships with business and industry personnel, GTCC faculty, staff, and students. One who inspires good feelings and harmony. Proficiency in the use of personal computers and software in business. Exhibit knowledge and ability in the application of adult learning principles, learning styles, competency based training, instructional design and the application of state-of-the-art technology to the learning process. Adept at transporting, setting up and properly operating audio-visual equipment.

B. Education and Experience

Bachelor's Degree minimum, Masters Degree preferred in finance, marketing, management, accounting, education or related field. Documented proficiency in adult learning facilitation in a business environment. Three to five years experience in business, preferably as owner of your own business.

C. Working Conditions

Many day and evening commitments. Works independently. Often is only one in building with strangers coming in and going out. Frequent interruptions. Normal non-hazardous environment. Excellent benefits.

Job description
Wake Technical Community College
Health Ed
Medical Office Assisting

(Retyped due to poor reproduction of original document)

DEPARTMENT HEAD - COMPETENCIES AND QUALIFICATIONS:

Minimum of Bachelor's degree in a related medical field or working toward that degree. Current unrestricted license as a licensed practical nurse or registered nurse in North Carolina. Minimum of three years office experience. Prefer teaching experience with adult students. Ability to clearly communicate both orally and in writing. Able to demonstrate individual initiative and resourcefulness. Exhibit safe and efficient use of laboratory equipment. Must be ethical and professional in actions and appearance. Must have the ability to promote the goals of the college.

Wake Technical Community College
Job Description

I. Identification:

- A. Position Title: Director of Community Programs
- B. Service: Continuing Education Services
- C. Division: Evening Division
- D. Department: Community Programs

II. Relationships:

- A. Reports to: Evening Dean
- B. Supervises: Office Assistants
- C. Other relationships:
 - 1. Instructional supervisors
 - 2. Other continuing education staff
 - 3. Business Office
 - 4. Registrar's Office
 - 5. Communications Office
 - 6. Department head, noncurriculum computer education
 - 7. N.C. Code Officials Qualification Board
 - 8. Notary Public Division, Office of Secretary of State

III. Basic Functions:

- A. Supervise office assistants who provide clerical support for the instructional supervisors and the department head for noncredit computer classes
- B. Schedule classes and recommend instructors for those classes
- C. Review Request for Refund forms
- D. Compile information for Continuing Education classes to be published in the *Wake Tech Bulletin*
- E. Provide documentation for payment of Wake County Community Schools fees

IV. Responsibilities and Duties:

- A. Supervise office assistants who provide clerical support for the instructional supervisors and the department head for noncredit computer classes*
- B. Review Refund for Requests to determine eligibility and for accurateness after processing by office assistants and forward for further processing*
- C. Compile information for quarterly schedule of continuing education classes to be published in the *Wake Tech Bulletin**
- D. Provide documentation for payment of Wake County Community Schools fees for continuing education classes held at Wake County Public School System sites to controller*
- E. Schedule continuing education classes*
- F. Generate part-time continuing education contracts*
- G. Recommend staffing of continuing education classes with part-time instructors*

- II. Ensure that class records for continuing education courses are completed correctly and submitted on time for processing*
- I. Write schedule change forms including cancellations*
- J. Determine if class has enough students to run*
- K. Act as contact for N.C. Code Officials Qualification Board for scheduling its classes*
- L. Supervise continuing education instructors, some with the aid of instructional supervisors at their assigned locations*
- M. Evaluate instructors by visiting classes, observing lesson plan use and instructional delivery, by reading student evaluations, and listening to student comments and concerns*
- N. Review continuing education instructor applications and interview and evaluate oral and written skills of prospective continuing education instructors*
- O. Orient part-time continuing education instructors to college procedures and matters concerning class records*
- P. Obtain necessary personnel records information for instructors*
- Q. Ensure continuing education instructors receive reprographic, audio-visual, and administrative support*
- R. Perform various duties such as registering continuing education students, answering questions from the public about courses, requesting materials for instructors, writing schedule change forms, and delivering materials to instructors*
- S. Provide assistance to instructional supervisors
- T. Perform other duties as assigned

V. Competencies and Qualifications:

- A. Ability to organize work and to prioritize time-sensitive requirements in order to meet deadlines
- B. Ability to communicate effectively orally and in writing using word processing skills
- C. Ability to work well with others
- D. Ability to supervise others
- E. Ability to calculate using arithmetic and algebra to generate a spreadsheet
- F. Ability to use analytical and critical thinking skills
- G. Ability to formulate teaching and learning objectives and to oversee the development of continuing education courses
- H. Possess valid drivers license and reliable transportation
- I. Hold a bachelor's degree in an educational or training-related area or master's degree with equivalent experience in a related area with previous classroom teaching and supervisory experience preferred
 - 1. Minimum: bachelor's degree
 - 2. Maximum: master's degree

*Essential Functions

Prepared by: Twane Savage Date: 10-12-93

Approved by: Kurt Bohm Date: 11/3/93

JOB DESCRIPTION

Job Title: Department Head, Civil Engineering Technology

Division: Technical

Date: June 30, 1982

JOB SUMMARY:

Coordinates the academic activities within his subject area. Primary responsibility is related to instruction and in this capacity teaches core subjects in the Civil Engineering Technology curriculum and other allied courses for which qualified. Includes all other duties involved directly or indirectly with this process.

JOB DUTIES:

1. Monitor the teaching and grading standards within academic area to insure that these standards are uniformly maintained.
2. Monitor curriculum to insure Institute objectives.
3. Coordinate course documentation within department and recommend changes in course materials and content where required.
4. Advise Division Dean on matters relating to planning of instruction, including need for new equipment and personnel.
5. Orientation of new faculty.
6. Coordinate with instructors assigned laboratory responsibility on items such as supplies, equipment, maintenance and repair requests.
7. Promote desirable student-faculty relationships between students and instructors in department.
8. Selection of persons from industry for curriculum advisory committee. Regular meeting with this committee for curriculum review and revisions when needed.

9. Teaches courses, both lecture and lab, according to documentation in course outline, course description, and course advance sheet.
10. Performs course documentation duties for those courses assigned responsibility.
Duties include:
 - a. Developing and updating course outline, course description, and course objectives.
 - b. Selection of text and continuing review of new texts.
 - c. Determination of schedule of instruction and grading plan.
 - d. Generation of tests structured to measure student comprehension.
 - e. Development of laboratory assignments which reinforce learning from text and lecture and which measure students' ability to apply their knowledge in practical engineering situations.
 - f. Development of supplemental instructional materials such as handouts, films, slides, video tapes, etc.
11. Acts as advisor to curriculum students assigned involving:
 - a. Maintaining records on each advisee's enrollment, courses taken, courses dropped, grades received, and progress towards graduation.
 - b. Certification of each advisee's permit to register as being in best interest of student.
12. May be assigned responsibility for laboratory and/or equipment.
13. May be assigned work on a special committee occasionally, as time permits.
14. May assist in outreach program by participating in various activities with high school students and counselors, as time permits.

JOB SPECIFICATION:

Schooling: Minimum: AAS in Civil Engineering Technology.

Experience: Minimum: Six (6) years of progressively expanding responsibilities in traditional Civil Engineering functions. Teaching experience desirable but not essential.

Supervision: Must be able to perform normal duties with a minimum of supervision.

Training: Receives no formal training. Some indoctrination for duties involving course documentation and reports.

Communications Skill: The ability to communicate with the spoken and written word is critical.

Resourcefulness: Must employ a great deal of individual initiative and resourcefulness in order to teach subjects assigned in such a manner as to provide all students the opportunity to become proficient.

Responsibility for Operation of Instructional Equipment: Responsible for knowledge in operating audio-visual equipment, as well as knowledge in safe use of laboratory equipment.

Responsibility for Laboratory Equipment: May be assigned responsibility for obtaining and maintaining laboratory equipment for instructional purposes.

Responsibility for Good Will and Public Relations: Must have ability to promote the goals of the College.

JOB DESCRIPTION

Job Title: Instructor, Civil Engineering Technology

Division: Technical

Date: June 10, 1982

JOB SUMMARY:

Teaches core subjects in the Civil Engineering Technology curriculum and other allied courses for which qualified. Includes all other duties involved directly or indirectly with this process.

JOB DUTIES:

1. Teaches courses, both lecture and lab, according to documentation in course outline, course description, and course advance sheet
2. Performs course documentation duties for those courses assigned responsibility. Duties include:
 - a. Developing and updating course outline, course description, and course objectives
 - b. Selection of text and continuing review of new texts.
 - c. Determination of schedule of instruction and grading plan.
 - d. Generation of tests structured to measure student comprehension.
 - e. Development of laboratory assignments which reinforce learning from text and lecture and which measure students' ability to apply their knowledge in practical engineering situations.
 - f. Development of supplemental instructional materials such as handouts, films, slides, video tapes, etc.
3. Acts as advisor to curriculum students assigned
 - a. Maintaining records on each advisee's enrollment, courses taken, courses dropped, grades received, and progress towards graduation.

b. Certification of each advisee's permit to register as being in best interest of student.

4. May be assigned responsibility for laboratory and/or equipment.

5. May be assigned work on a special committee occasionally, as time permits.

6. May assist in outreach program by participating in various activities with high school students and counselors, as time permits.

JOB SPECIFICATION:

Schooling: Minimum: AAS in Civil Engineering Technology.

Experience: Minimum: Six (6) years of progressively expanding responsibilities in traditional Civil Engineering functions. Teaching experience desirable but not essential.

Supervision: Must be able to perform normal duties with a minimum of supervision.

Training: Receives no formal training. Some indoctrination for duties involving course documentation and reports.

Communications Skill: The ability to communicate with the spoken and written word is critical.

Resourcefulness: Must employ a great deal of individual initiative and resourcefulness in order to teach subjects assigned in such a manner as to provide all students the opportunity to become proficient.

Responsibility for Operation of Instructional Equipment: Responsible for knowledge in operating audio-visual equipment, as well as knowledge in safe use of laboratory equipment.

Responsibility for Laboratory Equipment: May be assigned responsibility for obtaining and maintaining laboratory equipment for instructional purposes.

Responsibility for Good Will and Public Relations: Must have ability to promote the goals of the College.

requirements of the job, and the individual is expected to put in the necessary time when and where he/she is needed.

Members of the Faculty must have specific academic credentials due to the complexity of the subject matter they teach. Certain external agencies such as licensing boards, approval agencies, and/or accrediting associations impose certain minimums.

A. INSTRUCTOR

The instructor is the primary individual employed by the College to provide instruction and conduct learning experiences for students. Instructors report to their respective department heads and are responsible for keeping their immediate supervisor informed about their areas of responsibility.

1. Major Responsibilities - He/she is responsible for the effective delivery of quality instruction. The instructor is charged with the responsibility of providing occupational education learning experiences to each student, thereby enabling that student to compete in life and the occupation.
2. Major Duties:
 - a. To adequately and properly prepare for each class.
 - b. To teach assigned classes, laboratories, and conduct clinical experiences in both the day and/or evening according to course documentation.
 - c. Provides a comprehensive student assessment program, including the necessary academic and attendance records to assign fair grades.
 - d. Maintains a program of safety.
 - e. Receives live projects in accordance with established policy to ensure proper instruction.
 - f. Generates course documentation for assigned courses which include course outlines, course descriptions, course objectives, review and selection of texts, development of schedule of instruction and grading plan, generate tests, develop laboratory assignments and experiments, and develop supplemental instructional materials such as handouts.
 - g. Serves as advisor to assigned students.
 - h. Maintains contact with business and industry.
 - i. Serves on College committees, attends various meetings and participates in registration.
 - j. Attends and participates in all available in-service opportunities.
 - k. Assists in recruitment of students and the placement of graduates.
 - l. Responsible for maintaining the equipment, the supplies, and the instructional facility.

3. Major Competencies:

- a. Must have academic credentials and experience required for the teaching of the subject area.
- b. Must be able to perform normal duties with minimum supervision.
- c. Must be proficient in communication skills, both written and spoken.
- d. Must demonstrate resourcefulness, initiative, enthusiasm, and a sincere interest in helping students reach their maximum potential.

B. DEPARTMENT HEAD

The department head coordinates all of the instructional and academic activities within the assigned department and his subject area. The department head is responsible for keeping the dean informed of the operation of the department.

1. Major Responsibilities - This employee has the primary responsibility for the supervision of instruction. This employee is the first-line manager of the personnel, supplies, equipment, and facilities of his/her department.

2. Major Duties:

- a. Performs all the duties of an instructor plus others listed below.
- b. Supervises curriculum development.
- c. Reviews changes in course documentation.
- d. Makes instructor assignments.
- e. Acts as liaison in intra-institutional communications.
- f. Evaluates transcripts.
- g. Maintains an inventory of supplies and equipment, and orders same to ensure continuous instruction.
- h. Evaluates each employee within the department.

3. Major Competencies:

- a. Must possess all the competencies listed under instructor.
- b. Must demonstrate a fair and impartial attitude coupled with the ability to supervise and manage people.

SPECIAL NOTE: There are five additional categories within which the remaining employees of the College are classified. Those five categories are Professional Non-Faculty; Clerical and Secretarial; Technical and Paraprofessional; Skilled Crafts; and Service/Maintenance. Generic job descriptions of all approved job titles can be found in the Library, the Office of Research, Planning, and Personnel, and the President's Office.

M. Martin
6/18/95

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3.04

D. Manager

A manager plans, organizes, and directs the activities of a group comprising several institutional support departments and offices. The manager ensures that departments and offices assigned to the group comply with College standards, policies, and procedures; periodically evaluates the performance of assigned departments, offices, and personnel; and coordinates assigned activities with other College groups. The manager receives administrative direction from a vice president and exercises direct and indirect supervision over the professional, administrative, and technical staff within the group.

E.

Director, Department Head

A director or a department head assumes significant management responsibility for the major function or educational program of study comprising a department and

1. Assumes responsibility for program development, management, and evaluation.
2. Assumes responsibility for the development and implementation of goals, objectives, policies, and priorities.
3. Assumes responsibility for the preparation and administration of a program budget.
4. Assumes significant responsibility for a variety of personnel activities including appraisals, training, selections, and disciplinary actions.

The department head plans, organizes, and directs the activities of an assigned major program of educational study, receives general direction from a group dean, and exercises direct supervision over instructional, technical, and clerical staff within the department.

The director plans, organizes, and directs the activities of an assigned major education support or institutional support function, receives general direction from a group manager and exercises direct supervision over professional, technical, and clerical staff within the Department.

Mission Statement

for the

North Carolina Community College System

The mission of the North Carolina Community College System is to open the door to opportunity for adults seeking to improve their lives and well being by providing:

- education and training for the workforce, including basic skills and literacy education, occupational and pre-baccalaureate programs;
- support for economic development through services to business and industry; and
- services to communities which improve the quality of life.

Adopted by the State Board of Community Colleges, 10/93

.0104 MISSION OF THE COMMUNITY COLLEGE SYSTEM

The North Carolina Community College System is a statewide organization of public two-year postsecondary educational colleges with an open-door admissions policy. Its mission is to provide adults in North Carolina with quality and convenient learning opportunities consistent with identified student and community needs. These opportunities are accessible to all adults regardless of age, sex, socio-economic status, ethnic origin, race, religion, or disability. Educational and training programs are designed to enhance the personal, social, and economic potential of the individual and produce measurable results to the state. The system fulfills this mission by providing:

1. Vocational programs and courses for students desiring to prepare for skilled trades or to upgrade their job skills;
2. Technical programs and courses that meet the career needs of individuals;
3. Transferable programs and courses for students desiring to attend a senior college or university;
4. Special occupational training and upgrading programs and services for businesses, industries, and agencies;
5. Programs and courses in adult basic education, high school completion, and continuing education;
6. Counseling, career guidance, job placement services, and other programs essential to developing the potential of individual students;
7. Programs and services to enrich the quality of community life;
8. Effective and cooperative relationships with the schools, colleges, universities, government agencies, and employers across the state; and
9. Sound management practices and systematic planning to allocate the resources required to achieve the stated objectives of the North Carolina Community College System.

History Note: Statutory Authority G.S. 115D-1; 115D-5; 115D-8;
Eff. September 1, 1993

115d-4.1 College transfer program approval.

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(a) Enrollemnt in the college transfer program of a community college that offered this program before July 1, 1987, shall not exceed its current percent of college transfer enrollmenmt or fifteen percent (15%) of the institution's total budget full-time equivalent students or 132 full-time equivalent students, whichever is greater. The State Board of Community Colleges may, in its own discretion, make exception to this requirement where the inherent market demand of a community causes an institution to exceed the fifteen percent (15%), or its current enrollment percentage.

(b) The State Board of Community Colleges may approve the addition of the college transfer program to a community college. If addition of the college transfer program to an institution to an institution would require a substantial increase in funds, State Board approval shall be subject to appropriation of funds by the General Assembly for this purpose.

(c) Addition of the college transfer program shall not decrease an institution's ability to provide programs within its basic mission of vocation and technical training and basic academic education. Enrollment in the college transfer program shall not exceed fifteen percent (15%) of an institution's total budget full-time equivalent students or 132 full-time equivalent students, whichever is greater, in each institution where the college transfer program is added after June 30, 1987; provided, however, the State Board of Community Colleges may, in its own discretion, make exceptions to this requirement where the inherent market demand of a communiuty causes an institution to exceed the fifteen percent (15%).

(d) The State Board of Community Colleges shall develop appropriate criteria and standards to regulate addition of the college transfer program to institutions. The State Board is authorized to apply the criteria and standards for addition of the college transfer program adopted as a proposed rule at its April 9, 1987, meeting until modified through the rule-making process. (1987, c 564, s.4)